

Survey Results Narrowing the Attainment Gap –

Submissions from schools on how they are narrowing the gap between the most vulnerable children in Southwark and their peers.

The Education and Children's Services Scrutiny Committee 2014/15 conducted a review focused on raising attainment levels for pupils in the borough and contributing to the new administration's commitment to guarantee education, employment or training for every school leaver in Southwark.

As part of this review the committee devised a survey asking headteachers to outline how their schools were narrowing the gap in outcomes. The survey asked six questions and called for case studies from Southwark schools to demonstrate how they have, or are about to narrow the attainment gap.

17 Schools contributed to the review:

Compass School Southwark (Secondary)

Bethlem & Maudsley Hospital School

Nell Gwynn Nursery School

Comber Grove Primary School

Redriff Primary School

Ilderton Primary School

St Michael's Catholic College (Secondary)

Notre Dame RC Girls' Secondary School

City of London Academy –Southwark (Secondary)

St Paul's Church of England Primary School, Walworth

St. Johns' Roman Catholic Primary School

Grange Primary School

Albion Primary School

St John's Walworth Church of England Primary School

St John's and St Clement's Church of England Primary School

Surrey Square Primary School

Carwford Primary School

1 What are the key groups of pupils needing extra help that your school has identified?

All pupils in this local, regional and national facility - any pupil arriving here will need extra help (Bethlem & Maudsley Hospital School)

Boys White British Children with challenging behaviour SEN EAL
Boys Caribbean Boys G + T
(Nell Gwynn Nursery)

EAL SEN Mobile children who are CP or CIN (Comber Grove)

More Able children. Disadvantaged children (Redriff)

We have several cohorts of children that require additional support, mainly children that have been identified as having additional educational support needs, economically disadvantaged children and our traveller community. (Ilderton)

The key groups of pupils identified on the basis of detailed evaluation of both prior data and the colleges' own termly data are: Pupils in receipt of the Pupil Premium and in particular pupils in receipt of the Pupil Premium who have been identified as being vulnerable or having an SEN/D need. (St Michael's Catholic College)

EAL students / FSM Ever6 students / White British students with poor attendance / Asylum seeker / refugee students / Young Carers
(Notre Dame RC Girls School)

Our key groups are White British (particularly boys); students with SEN needs (particularly those formerly identified as School Action); Pupil Premium students and G&T students/students targeted 8 A*-Bs.
(City of London Academy , Southwark)

Pupil premium. Those without recourse to public funds, in particular those awaiting decisions from the home office regarding immigration status.(Surrey Square)

EAL - nearly 50% of our pupils speak English as their second language. We have many pupils who start the term/ arrive mid-year in lower a& upper KS2 with no spoken English - children with special educational needs who need EHC - Children on CIN or CP plan (Crawford)

Children with special educational needs Disadvantaged pupils (St. Pauls' Church of England School)

Children join St. Johns' from a variety of heritages and backgrounds with 27 languages spoken in the school community. In EYFS the 'vulnerable' children tend to be those coming from homes where English is not the first language used. Another vulnerable group are 'boys' therefore the focus is given to promoting opportunities for speaking and listening as essential 'early learning' skills. This is achieved by high pupil: adult staffing ratios as well as support from the school based speech and language therapist to promote language skills. Another vulnerable group are 'white working class boys'. These pupils are very often from single parent households and can present as less focused in class sometimes with challenging behaviour, or with apathy towards learning. (St. John's Catholic School)

At Grange we have identified FSM Ever 6 and SEND pupils as key groups of pupils who need extra help in order to improve their outcomes and become in line with their other peers, the LA averages and national averages. In addition, we closely monitor outcomes for various ethnic and gender groups in all year group; these vary from year to year. (Grange Primary School)

SEN, EAL, Families that do not have high aspirations for their children (Albion School)

Speech and language EAL Higher ability Dyslexic/short term memory Emotional and social communication (St John's CE Walworth)

Pupil premium (St John's and St Clement's)

2. What are the gap(s) in achievement that you are you trying to narrow? 150 words

Academic performance and achievement of: - Pupil premium eligible students (the majority) against those who are not - Students new to the UK (EAL) in English - African/Caribbean heritage students in Maths - Most able (G&T) students in all subjects " (Compass)

Due to the relatively short stay in hospital we focus on literacy and numeracy gains (Bethlam & Maudsley Hospital School)

Writing, Numbers and Understanding the World

We are striving to ensure that all our children make 3 points of progress. Schools target 80% of pupils achieve 40-60E against EYFS curriculum (Neil Gwynn Nursery School)

Yr 2 and Reception children who have EAL and/or have very little support at home either because of EAL of single parent household and no access to public funds (Comber Grove)

Increase attainment in Maths - across the board. Increase the number of 5+ aggregate in Maths and English (Redriff)

We meticulously scrutinise our school data to ensure that any identified gaps in attainment are eradicated in the most time efficient way possible. We do not use any social or other perceived barrier as an excuse for attainment gaps, it is our duty to ensure ALL children make accelerated progress well above local and national indicators (Ilderton Primary School)

-In KS3 we focus on narrowing the gaps in the levels of progress achieved by Pupil Premium and Non Pupil Premium pupils in English, Maths, and Science as well as overall progress to targets across all subjects. -In KS4 our focus is on narrowing the gaps (St Michael's Catholic College)

We are trying to ensure that a student's social background, housing conditions, language difficulties and economic situation do not prevent her from achieving her potential and so enable her to have opportunities in the future. We try to raise the aspirations of some of the families who do not give the same value to the education of girls that we do. We want to narrow the gap in terms of attendance and attainment.
(Notre Dame RC Girls' School)

We historically had a gap with boys exceeding girls, which subverted the national trend. We have since reversed the gap and girls now exceed the attainment of boys, so we are now focusing on boys attainment. We are also focusing on the gap between levels of progress of SEN students and the attainment of students with now recorded SEN needs. Additionally, though it is not as poor compared to national average, the gap between Pupil Premium students A*-C and non-Pupil Premium students has widened slightly at the school. Finally, we are working to close the gap between levels of progress of our top band students against the levels of progress of our middle band students. Students targeted A*s and Bs are not securing progress as consistently as their peers and therefore the number of A*s and As the school achieves is not at national average in many areas. Finally, White British students do not achieve as well as their peers in other ethnic groups.(City of London Academy – Southwark)

It is expected that children with special needs will attain lower than children without special needs, but children with special needs are not always making similar rates of progress to children with no special needs across the school. Disadvantaged pupils are not attaining the same levels as other children, although in many cases they are making faster progress than other children, and the gap is therefore closing. (St. Paul's Church of England School Walworth)

At present there are no significant gaps in achievement, but this is due to a number of strategies. In KS1, the acquisition of phonics as the building blocks of reading is a focus. Any child who is not keeping up with the phonics programme receives extra input, usually in a small group situation or on a one to one basis. By the time the children are in Year 2, progress particularly in reading, writing and maths is being tracked even more closely with additional support given to those at both ends of the ability spectrum. This tracking continues throughout each academic year with there being three data collection points. Where progress is stalling, interventions are put into place. Sometimes it is a catch up programme run by a teacher or a learning support assistant. The Learning Mentor is used to help pupils with barriers caused by self-esteem, confidence issues, social skills difficulties and behavioural problems. She will also work with parents where appropriate or sign-post parents to further support. Towards the end of KS2, provision is made in order that accelerated progress is a focus for all pupils. This provision is through bespoke intervention support for groups and individuals by additional teaching staff or a HLTA. (St. Johns' Catholic School)

We strive to create an environment where all children feel valued and all children are learning to high standards. We deploy various strategies, teaching and learning, assessment for learning and feedback to students, including individual or group support to close the achievement gap. Although all groups of children achieve well at Grange, their attainment and progress outcomes could vary from year on year. We use RAISEonline alongside the schools own tracking data and other data analysis to monitor and address disparities. In 2013 RAISEonline, the following gaps have been identified: -the average point score by FSM Ever 6 pupils at the end of KS2 in Writing compared to national averages, -the average point score by FSM Ever 6 pupils at the end of KS2 in RWM combined compared to national averages, - the number of pupils attaining L3+ in KS1 and L5+ in KS2 in Writing and Mathematics. (Grange Primary School)

Speech and Language Emotional Development Literacy (reading and writing)
Maths Access to, and knowledge of, The Arts and The Wider World (general knowledge) (Albion)

No discernible gaps on learning except for pupils who have a diagnosed learning problem and are designated SEN. This is confirmed by Ofsted, Raise online, school assessments and published performance statistics. This was the case before and after Pupil Premium funding. (St Johns Walworth)

Engagement in learning Motivation Ability to focus G&T Leading to underachievement in reading and writing skills (St John's and St Clement's)

Pupils being school well behind national averages. A particular need is identified in speaking and listening skills.(Surrey Square)

Achieving L5 for NFSM in a more consistent way (Crawford)

3. What specific options have been identified to improve attainment for each group of pupils and what has been achieved. 150 words

Quality First Teaching “ We have a strong focus on staff CPD, with internal programmes of support and weekly CPD activities for all staff. -Reading interventions - All students reading ages established on entry, with students reading below their age (Compass School Southwark)

Highly personalised curricula derived from our baseline assessment on admission (Bethlem & Maudsley Hospital School)

Engage fathers in the FRED programme Appoint experienced member of staff TLR 3 to improve behaviour . Forest school .More activities to address boys needs - use of big movements, climbing opportunities, chance to develop deep muscle strength through proprioceptor programme developed with occupational therapist. Whole staff inset on making Maths fun.

Targeted interventions for SEN who are making exceptional progress (ie between 3 and 15 points of progress) sensory room, TEACHH, EHP's . Working with families to resolve poor housing , providing FT nursery places. Targeted support in Maths & Literacy . We have a very long list of what we do - much more than fit in this box. (Nell Gwynn Nursery School)

Intervention classes in school on top of normal lessons parent support groups and workshops to help them learn the basics so that they can teach their children (Comber Grove Primary)

Governors focus group meeting fortnightly to challenge leadership. * Daily setting involving the best teachers and specialist teachers from secondary school. *Saturday school (Class teacher lead) for specific targeted children. * Holiday teaching (Class teacher lead) for specific targeted children * feedback and response marking * regular data lead, adjustments - forensic use of data.(Redriff)

We meet with our class teachers every 6 weeks to look at pupil progress, this is triangulated with observations of teacher performance, recorded outcomes and interviewing children about their learning. We then have the option of being fully responsive to any identified needs in terms of additional support and interventions. We only use tried and tested, high quality impact interventions, alongside high quality whole class teaching to ensure that children are progressing in line with our high expectations. (Ilderton Primary School)

The following options and interventions were identified as being necessary to improve attainment of those pupils in receipt of the Pupil Premium: - Curriculum and Teaching Support -Revision days, Study Clubs and Holiday Revision sessions -Overstaffing in core subjects -Bryanston Square Unlock Project with business partners to raise aspirations -PWC mentoring scheme - SEN/D and Literacy Support using Graduate level teaching assistants - Targeted Additional Provision Programme -School Counsellor -Parental Engagement drop in sessions -Gifted and Talented programme -Careers and Higher education support and guidance -Targeted enrichment and trips This provision is now embedded across the college and is key to securing success for our most vulnerable pupils. The impact of this provision is closely monitored by the college through rigorous monitoring of termly data.(St Michaels Catholic College)

EAL students. We run EAL homework classes before and after school We have EAL student mentors. We have a residential weekend for some Year 11 EAL students which has developing English, Maths and confidence building as its aim. We run a parenting programme and English classes for parents FSM Ever6 students .We use Pupil Premium in a variety of ways to support these students including study support, bursaries, scholarships, mentoring, confidence building programmes, visits to universities, in class support and many others. White British students with poor attendance We work with the school EWO to monitor these students. Attendance over 95% is rewarded and special outings etc are only offered to students with good attendance. Asylum seeker / refugee students We support these students in terms of uniform, offering study facilities, supporting them in their dealings with housing, social services, Home Office etc. Young Carers We provide laptops and internet connection to all our Young Carers so that they can study at home whilst caring for others. We have a member of staff who monitors their performance and mentors them.

(Notre Dame RC Girls' Secondary School)

Some options we have considered and are using currently: achievement mentoring of year 11 students targeted at students underperforming, specifically the students in those areas; role modelling (KS5 mentors, matching with teachers; curriculum adjustments to a) ensure students are on pathways they can succeed on and b) streamline the provision so that students who are overburdened can focus on key areas; Raising Attainment and Progress (RAP) meetings at all Key Stages where key stakeholders from faculties and the pastoral team have a platform to discuss underachievement of key groups on a pupil level; parent workshops to support study at home; study skills embedded in tutor time; literacy interventions in KS3 during tutor time; numeracy interventions in KS3 during tutor time; targeted programme of extra classes during holidays; targeted programme of extra subject skills classes for KS4 during tutor time; use of personalised learning methods and other PiXL pedagogy to support smart use of assessment data; regular review of target groups after data points; quality first teaching and a focus on the inclusive practitioner to support Wave 1 interventions; students teaching students using sixth formers.

(City of London Academy –Southwark)

We have employed teachers and teaching assistants to give small group or 1:1 support for Pupil Premium pupils. The gaps are closing for these groups. Teaching Assistants are used to help deliver personalised programmes to pupils with SEND, as advised by external agencies or specialist teachers. There are interventions in place to support the learning of SEND pupils, using such interventions as Read, Write Inc (St Paul's Church)

Not so much as improved but maintained. Since 2012 the above mentioned strategy package has resulted in the contextual value added measure at the school being in the top 10% nationally.(St Johns Catholic)

Setting specific and ambitious individual and group targets at the beginning of the academic year and involving staff, pupils and parents in various ways: conferencing; parent-teacher meetings; pupil progress meetings and effective assessment for learning. Consistent and robust in-school moderation of pupil's work and involvement in standardisation processes with other local schools, led by a literacy consultant. Increasing assessment for learning opportunities for pupils and staff , including adopting Hattie's model of effective feedback to pupils, creating a teacher-pupil dialogue which moves the learning on. Ensuring pupil performance data is used well at class and school level and that accountability for this was clear and consistent; supported by senior leadership and/or the Assessment Leader .Ensuring that teaching and learning strategies are targeted to match the children's needs and abilities in order to raise attainment. The school was amongst the top 1% of all schools in England for progress in Reading (2013) * The school was amongst the top 3% of all schools in England for progress in Mathematics (2013) * The APS (Reading, Writing and Mathematics) has improved for FSM 6+ (2014) * The percentage of all pupils attaining 4B+ in Reading and EGPS is better than the national averages and broadly in line for Mathematics and Writing in 2014. * The percentage of pupils achieving L4+ in Reading, Mathematics, RWM combined and EGPS is above the percentage achieved by all schools in England and broadly in line in Writing (2014) (Grange Primary School)

See actions in Pupil Premium information attached (Albion School) – to follow

Speech and Lang: training for staff by SALT. Language groups daily supported by highly experienced SENDCO, weekly 'Speech Bubble'. EAL: Drama specialist from 'Artis' working with teachers and pupils to develop descriptive and expressive vocabulary. Higher ability: Pupil Premium funding used to release highly experienced senior staff to work with groups of higher ability pupils Dyslexia/short term memory: SENDCO leads programme of interventions within classrooms Emotional and Social Communication: Learning mentor and SENDCO daily with groups/individuals in the Pupil Development Centre (St Johns' Walworth)

Use of art psychotherapy sessions 1:1 (St John's and St Clement's)

Our outcomes by the end of KS2 are excellent and very many pupils achieve above the national averages. There are a huge number of interventions which go to support this. In particular we monitor the progress of every pupil very carefully and ensure that we close the gaps for every child through specific provisions for them. Those include Place2Be for emotional support, and various group and individual academic interventions.(Surry Square)

4. What evidence do you have that outcomes have improved? 150 words

It is early days for Compass School but over half of all students achieved 3 sub-levels of progress on Maths and almost half in English last year, in excess of the national expected rate of progress. For disadvantaged groups of students, the proportions making and exceeding 2 sub-levels of progress in English and Maths, from each starting point, are narrower than the national gap. In addition, the gap continues to narrow with each term of assessment data. (Compass)

See attached section from Head's report to governors – Appendix 1 (Bethlem & Maudsley Hospital School)

Data evidence that these groups of children have below expected levels at baseline but are making good progress and achievement in these areas. (Nell Gwynn Nursery School)

Intervention results show good progress (Comber Grove)

Very significant increase in attainment (RoL) particularly at 5+ level. Higher levels of pupil engagement and satisfaction.(Redriff)

Our KS1 and 2 results are consistently above both local and national, we are performing in the top 1% of schools nationally and have a whole school approach to continue this trend. We use our in house, local and national data and share this with our entire staff team to ensure all of our staff that work with children are clear about the impact they have. (Ilderton)

GCSE Results 2014 show that apart from English where there was a small gap of 3% between the results of Pupil Premium pupils and non Pupil Premium students, students in receipt of the Pupil Premium outperformed non pupil premium students. In year 10 there was no gap in levels of progress made by pupil premium pupils in English and Science and a small gap of less than 0.2 levels of progress in Maths. In year 8 and 9 there was a small gap of 0.3 levels of progress on average across the core subjects. In Year 7 there was a small gap of 0.2 levels of progress on average across the core subjects. "(St Michael's Catholic College)

EAL Students Impact - parents engage more with school and students achieving well at GCSE.

FSM Ever6 students Impact - FSM Ever6 students achieving as well as or better than non FSM Ever6 students in general.

White British students with poor attendance Impact -There has been some positive effects, but for some families, nothing appears to make a difference.

Asylum seeker / refugee students Impact -These student and their families respond in a positive way and achieve good results at KS3 and GCSE.

Young Carers Impact - These student and their families respond in a positive way and achieve good results at KS3 and GCSE.

Last year's Year 11: 42% of the top 20% achievers were Ever6 FSM 85% of students who came from another country during KS3/4 achieved 5+A*-C 46% of students who came from another country during KS3/4 achieved 5+A*-C(EM) All students went onto Sixth Form Colleges or other training/ education (Notre Dame RC Girls' Secondary School)

In 2013, pupils made Outstanding progress in English with 74% (NA 69%) making 3LOP and 40% (NA 30%) making 4LOP. This represents a considerably better performance than the 2012 4LOP figure of 29%. The proportion of FSM/CLA pupils make 3LOP at a rate equal to the NA figure for non-FSM and compares favourably to non FSM/CLA pupils. 39% of FSM/CLA pupils made 4LOP which is above the NA figure of 34% for non-FSM (see tracking folder for current figures). Pupils' progress in mathematics is Good and exceeded the national figures for 3LOP (73% versus 70%) and match the proportion of pupils exceeding expected progress at 32%. There is a gap in performance, though considerably less than the national, between FSM/CLA and non-FSM making expected progress (70% versus 80%) which is currently being addressed (see tracking folder for current figures). Average capped point and total point scores with equivalences are outstanding. These are significantly above national figures across most pupil groups including FSM, gender and a range of ethnicities. There are also outstanding performances in the capped GCSE only measure including FSM and SEN. Basics indicator for FSM has rapidly improved from 53% in 2012 to 62% in 2013 (FSM NA in 2012 39%) The Academy has also had a significant impact on the historic underachievement of WBRI girls shifting the 5A*-C including EN/MA indicator from 52% in 2012 to 63% in 2013. A similar rise has been seen with WBRI boys from 49% in 2012 to 55% in 2013. A*-B grades at A2 have improved from 34% in 2012 to 44% in 2013, and 43% in 2014 (provisional results) with a significantly larger cohort.
(City of London Academy –Southwark)

In EYFS and Key Stage 1, the results in attainment between disadvantaged and other children was not significant. In Key Stage 2, the gap in difference between disadvantaged and other children nationally had reduced by 1 point in reading. School data shows that Pupil Premium children are making similar or better levels of progress in most year groups across reading, writing and maths. In Key Stage 2, where many of the interventions for children are focused, pupils with SEND are making similar or greater progress than non SEND children in 3 out of 4 year groups. (St Pauls Church of England)

In 2013, the progress measure for pupil premium pupils was 102.7 against the national mean of 99.8. In 2014, it was 101.8 against a national mean of 99.7. Both these measures were judged to be significantly above the national context. In 2014, the average point score in reading, writing and maths for pupils eligible for pupils premium funding at the end of key stage 2 was 30.1 compared to a national score of 27.0. (St Johns Church)

Closing the Gap analysis evidenced in 2013 RAISEonline and the 2014 School Profile Termly in-school data analysis and Annual Assessment Overview Evaluation of Pupil Premium Action plan with Pupil Premium data analysis Quality of work in books and round the school (Grange)

See evidence in Pupil Premium information attached (Albion) To follow

Termly Assessments SATs results (KS 2) Teacher Assessments (KS1) pupil talk/feedback quality of work in books and displays (St Johns' Walworth)

Example Child - now in year 6. In year 4 likely to be excluded, working at 2B level in reading and writing. Started weekly art therapy - now in Year 6, behaviour not affecting learning, focusing and working well with peers. Expected to achieve L4s (St Johns and St Clements)

Our evidence is our pupil data, which shows excellent progress across the school in every year group. This means that by the end of KS2, pupils achieve very well indeed and in many cases, significantly above the national expectations.(Surry Square)

We have doubled our L5 at the end of KS2 SATs in one year . Progress and attainment is rising at a good pace.(Crawford)

5. How are you using the Pupil Premium for each disadvantaged child to improve attainment?

In the 2013-14 academic year, Compass School Southwark used the Pupil Premium to fund or part fund the following: -

- One-to-one tuition for students in literacy and numeracy, with a qualified teacher
- Mentoring sessions, for students who require additional support outside of the classroom
- Counselling/emotional support, with a fully trained and qualified School Counsellor
- Individual Support Plans, developed following accurate assessments of students
- Healthy eating, with all students eligible for free fruit at break time and breakfast each day
- Enrichment activities, including drama, music and sport, delivered each day by outside experts
- Learning resources, including text books available for students to use at home
- Educational visits, for students to explore new places and ideas as an extension to the school curriculum

(Compass)

INSET for teachers on AFL from Professor Dylan William of the Institute of Education. CPD for teachers on literacy and numeracy teaching, purchasing high quality resources, enabling children to reintegrate on discharge by leaving with the right materials to enable them to re-enter their schools with dignity (Bethlem & Maudsley Hospital School)

PP helps to fund extra staff either TA or intervention PP funds free places on school trips and for after school clubs (Coomber Grove)

We do not get any. Nor do we get enough funding for our high needs children. We currently have 10 autistic children + 11 other children with various high needs. (Nell Gwynn Nursery School)

To fund all the interventions above as well as a other interventions across the school. Please see online Pupil Premium statement (Redriff)

Please see attached analysis [appendix 2] We allocate funding to high impact, quality intervention programmes and invest heavily in whole staff training and ongoing professional development to ensure our workforce is fully equipped to support our children and families. (Ilderton)

1. Pupil Premium funding is identified in the budget by the College and spending is clearly allocated for specific initiatives targeted at Pupil Premium pupils
2. The College ensures that a designated Assistant Headteacher and the Headteacher have a clear overview of how the funding is being allocated and by reviewing data termly.
3. The College never confuses eligibility of the Pupil Premium with low ability, and focuses on supporting our disadvantaged pupils to achieve the highest levels
4. St Michael's has put a wide range of tightly targeted interventions in place to support Pupil Premium pupils and the relative effectiveness of each is evaluated on the basis of detailed Raise Online evidence and the college's termly data particularly in English, Maths and Science.
5. Recent reports relating to the use of Pupil Premium e.g. from Ofsted and the DFE are read, understood and used to inform future decisions about the use of Pupil Premium funding and to ensure that funding is allocated to activities that are most likely to have an impact on improving attainment and achievement.
6. We allocate our best teachers to teach intervention groups to improve Mathematics and English and redeploy support teachers who have a good record of raising attainment in those subjects.
7. Teachers and other practitioners are well aware of those pupils who are in receipt of the Pupil Premium and play a full part in deciding which strategies might be appropriate for individual students at core subject meetings in KS3, 4 and 5
8. The projects we have set up are to tackle a range of issues e.g. attendance, behaviour, factors outside the school, professional inset on Pupil Premium pupils, effective teaching and learning, strong careers information,

advice and guidance , literacy support, targeted support, good facilities for supported study, further enrichment. "(St Micheal's catholic College)

Unlock programme in Year 9 Additional staff to keep class sizes down
Employment of Pastoral Leaders to support students' progress enrichment opportunities such as visits to theatres, museums extra curricular activities such as sports clubs, debating, choir bursaries for instrumental music lessons residential activities laptops / mini iPads Bursaries for activities revision classes booster classes homework club before and after school mentoring hospitality lunches extra equipment Many of our disadvantaged students do not attract Pupil Premium because they have no recourse to public funds . Only FSM Ever6 and LAC children receive Pupil Premium. See answer to Question 3 and school website for further information(Notre Dame RC Girls' Secondary School)

We have focussed on smaller class sizes with additional staffing in English, Maths and Science. Students with specific literacy and numeracy needs are supported on the 1-to-1 tuition programme. In addition, students are supported through off-site provision, music lessons and study skills sessions. The academy has also implemented a range of well-being programmes such as: 1) Providing academic mentors 2) Parental support sessions with focus on literacy and counselling 3) Participation in paid trips and residential enrichment activities 4) Homework clubs and KS4 study support programmes (City of London Academy –Southwark)

Use of extra teachers and teacher assistants to focus on Pupil Premium children â€¢ Use of a drama group (Blue Elephant) to work with Years 3 and 4 to improve oracy and confidence. Extra Speech and Language Therapy .A strong focus on social and emotional aspects of education . Before and After School Clubs . Extra Teaching Assistant in the early Years to get children off to the best possible start (St Pauls' Church of England School)

Using specialist support to improve provision: -

Lead Practitioner appointed to improve practice of inexperienced teaching staff
Lead Practitioner appointed to provide additional teaching support in Years 2 and 3

Additional teacher employed in Year 6 to enable focus groups to take place to boost attainment

Securing progress for targeted learners SALT,
learning support, Mentor: 35 days of speech and language support has been commissioned by the school (an additional 13 days).

A menu of targeted interventions has been established to support speech and language development as well as developing early literacy and numeracy, including small group and one-to-one teaching by level 3 qualified support staff. - Increased provision of learning support staff. - Learning Mentor to support vulnerable children in order for them to fulfil their potential

Minimising the impact of barriers to learning: - Additional activities are being run after school with an appointed co-ordinator to facilitate. PP funding used to offset the real cost of these. - Opportunities for learning outside the classroom have been maximised with PP money offsetting the cost of an extensive range of enhanced learning experiences that take place outside the classroom. (St Johns Catholic School)

Homework clubs two per week after school. Individual tuition from teachers and HLTAs. Booster groups after school. Intervention groups in school time and after school. Mathematics specialist teacher. Springboard Maths after school led by Learning Mentor. Additional teaching group in morning sessions for English and Mathematics. Therapeutic story writing. Phonic groups run in afternoon by LSA. Teacher trained in Reading Recovery supports groups and individuals in addition to class guided reading. Better Reading Partners (trained TAs) support targeted children in the afternoons. (Grange Primary School)

See actions in Pupil Premium information attached (Albion) To follow

Full time small group / intervention teacher (St Johns and St Clements)

We buy in additional adults to deliver a range of interventions, including a learning mentor. We buy in the services of Place2Be to deliver emotional and therapeutic support, as well as buying in CAMHS (mental health) services which we deliver in school. Also buy in to City Year as a way of delivering a wide range of interventions. (Surrey Square)

Horse riding -SALT (our own) -OT (our own) -Deputies teaching -Employing ASTs to teach -Teaching SENCO - 1:1 target readers -Buying in the following : Working with men; music therapy; music instrument tuition; artist in resident - reading recovery teacher (Crawford)

6. How can your school contribute to Southwark Council's commitment to guarantee education, employment or training for every school leaver in Southwark?

By September 2018, Compass School will be a full 11-18 school, delivering high quality Level 3 qualifications. We will work hard with the local community, employers, and other training and skills establishments, to ensure that all Compass alumni are supported into education, employment or training, whether they leave us at 16 or 18. (Compass)

By teaching those pupils who are admitted from Southwark to the best of our ability and by providing good independent IAG (Information, Advice and Guidance).(Bethlam and Maudsley Hospital School)

By giving them an excellent start and setting them off on a journey where education is valued. We are at the very early stages of planning to become a teaching school under the STEEP model (Nell Gwynn Nursery School)

By sharing ideas and by working closely with child social care and early help to target support to those families identified (Comber grove)

By ensuring that all children leave our school well qualified and with a good attitude to learning (Redriff)

We work very closely with our colleagues in Southwark, and are open to sharing any practice and hosting visits.(Ilderton)

Careers advice and experiences are carefully mapped and recorded for all disadvantaged pupils. These pupils are provided with the best work experience placements. All pupils also receive a wide range of preparation activities for future life: work related learning activities, one to one interviews, mock interviews at local businesses, careers fairs and post 16 information sessions and UCAS guidance. This ensures that disadvantaged students can make informed decisions about their courses and choices and be prepared for their future lives. All year 11 students have received an individual interview to support them with their college applications and targeted Pupil Premium students in year 9 have been provided with a mentor from PWC to help raise aspirations. Raising aspirations trips to PWC head office were also held for targeted students in years 9 and 10 The college has provided students in year 12 and 13 with the opportunity to attend Oxbridge and Russell group conferences as well as master classes at Cambridge University and has covered the cost of these courses and transport for Pupil Premium pupils which has helped raise aspirations. Pupils with SEN/D needs have additional advice and guidance meetings with staff from the SEN/D team at Southwark who support them with post 16 and post 18 choices and help set up meetings and interviews with colleges/training centres as appropriate. Vulnerable pupils particularly those identified as being at risk of being NEET are referred by the Inclusion team to meet with education and training advisors at Southwark who are able to provide them with additional advice and bespoke careers and training guidance. (St Micheal's Catholic College)

By helping all our students to achieve the best results they can at GCSE. 100% of our students continue in full-time education when they leave us at 16. All our students have priority of place at St Francis Xavier 6th Form College in Clapham. The majority of students go there or to Christ the King 6th Form College in Lewisham. (Notre Dame RC Girls' Secondary School)

We have an excellent careers and guidance officer who works closely with students to ensure 0% NEET. CoLA would be happy to share our work with schools locally. (City of London Academy –Southwark)

We take students from Southwark schools for work experience.(St Pauls' Church of England School)

We have taken on an apprentice to work in the Early Years setting from the local Bosco College this academic year. We have previously taken on local, young people from the college, in order to give them a chance to develop their skills in the workplace (St John's Catholic school)

By continuing to try to raise our pupil's aspirations; striving to ensure they will be the best they can be. By working with other schools in a range of partnerships, sharing and learning good practice. By continuing to improve standards.
(Grange School)

Ensure that Albion pupils receiving Pupil Premium continue to achieve highly.
(Albion)

Quality education targeted for each pupil with a view to preparing them for full participation as citizens when they are adults within a Christian context
(St Johns' Walworth C of E)

We do extensive work around supporting aspirations in our pupils, and work with a large number of corporate partners to deliver this. We believe that equipping children with both personal and academic skills is critical in ensuring they are successful in life, and hence we place a significant emphasis on teaching core behaviours. We have a highly developed approach to this work, using our core values, and can support others in ensuring that schools deliver a balanced and broad offer.
(Surrey Square)

Inclusion team could support other schools to set up effective systems to target under-achievement
(Crawford)

**Please return to Cllr Jasmine Ali and Julie Timbrell no later than 30 January 2015 to jasmine.ali@southwark.gov.uk & julie.timbrell@southwark.gov.uk .
If you have any queries please call Julie 020 752 50514**