

Guildford County School



Raising Pupil Premium Attainment: Strategy 2020-23

Our vision is to be leaders in secondary education. Where children thrive as resilient learners. Where they are healthy, happy, and successful, and where we all believe that being **Better Never Stops**.

This strategy is an articulation of this vision for one of our priority groups, our Pupil Premium (PP) students. It outlines our aspiration to improve the quality of education provided for PP students in our school and beyond. Within it, we accept a need to ensure all PP students have equal access to the breadth of core- and co-curricular opportunities provided by the school.

This document was originally produced in light of disappointing progress concerns for Year 11 PP students in 2018-19. After three years where the Progress 8 score for PP students in Year 11 has been around zero, in 2019 it fell to -0.75. Whilst much of this figure was accounted for by the performance of two students (where exceptional circumstances led to poor exam performance, most notably a four-year school absence for a high prior-attaining PP student), it still raises concerns that our efforts to increase the attainment of PP students across all years have not been fully successful, with perhaps too much attention given to short-term efforts to boost final-year performance, and not enough given to redressing progress concerns lower down the school. We were pleased to return to a Progress 8 figure of around zero in 2019-20, but recognise that significant work remains to fulfil our aspirations for all of our PP students.

For the purposes of this strategy, our definition of PP includes all those students for whom the school receives premium funding, including Looked After Children (LAC), post-LAC and service children. Other disadvantaged groups (such as SEND, those with safeguarding concerns, or Young Carers) are specifically addressed under a separate strategy, with a recognition, though, that there will be much crossover in our efforts. It is also acknowledged that some students are disadvantaged despite not meeting statutory measures of financial hardship. We take efforts to identify these students and provide for them accordingly.

Specifically, this strategy seeks to address **two key objectives**:

1. Ensuring that all our PP students have equal access (to non-PP students) to the breadth of core- and co-curricular opportunities provided by the school.
2. Ensuring that all our PP students make excellent progress, compared to all students nationally, attaining highly enough to have all post-16 options open to them.

COVID-19 STRATEGY ADDENDUM

Some of our work around PP provision has been refocused as a result of the pandemic. We continue with much of what is detailed below; however, changing circumstances for some of our PP students has seen us prioritise other activities:

- Establishing and administering various voucher schemes to provide extra financial support for families who are having to feed children at home who would usually be provided with meals in school. This has included the establishment of a hardship fund to supplement monies provided from central government.
- Establishing and running a weekly food bank and delivery service for around 65 of our families. This aims to provide further financial support, whilst also providing an opportunity for weekly face-to-face contact and the provision of other needs, such as technology and schoolwork.
- Bidding for, buying, and administering over 50 laptops and other technology to support families with online learning at home.
- Extending the capacity of our HSLW team to provide extra support to families during this period.
- Establishing new processes and systems to monitor and assist PP students given new arrangements for onsite and online learning)

Alongside these actions, we have also recognised the need to support our PP students in their post-16 destination choices. To facilitate this, we will advertise for an Aspiration Lead to join the team, focusing on the following areas:

- Liaising with the Surrey University Disadvantaged Outreach team.
- Organising trips to universities (and other aspirational settings) for all year groups.
- Promoting GCS sixth-form applications among Years 9-11, ensuring students access bursary funding.
- Working with the sixth-form team to organise a mentoring system for previously Pupil Premium students, with the aim of improving successful completion of post-16 courses.
- Supporting previously Pupil Premium students in their post-18 applications, ensuring they are applying for any applicable funding streams or contextual offers that may be available.

OUR CONTEXT, PHILOSOPHY & RESEARCH-BACKED APPROACH

We are a successful school with a (predominantly) relatively-affluent, high-attaining intake. Most of our students go on to study A Levels in our Sixth Form and, from there, go on to study at prestigious universities. In most year groups, we have around 14 per cent of students for whom we receive some kind of PP funding.

With this backdrop of relative privilege, some of our PP students face similar struggles to those described in “Hidden Surrey” (Bowcock, 2009): they are more aware of their disadvantage because their experience is so different from that of their peers; and they therefore can tend to hide that disadvantage, sometimes making it more difficult to provide help to them.

This is a challenge for many Surrey schools with similar intakes. In a County of around 250,000 children, nearly 60,000 attend fee-paying schools, more than double the number of the 28,000 children (and rising) who are believed to be living here in poverty. Bowcock’s research, then, perhaps provides an explanation as to why Surrey is consistently one of the worst-performing counties nationally when it comes to the progress and attainment of disadvantaged children.

As a school, however, we have refused to accept the determinism that can result from such logic. Despite most of our PP students living in the joint-most-deprived area of Surrey (ONS, 2019), we have worked hard to buck Surrey’s trends. In 2016, 2017 and 2018, attainment and progress scores were broadly equal to national averages for non-PP students, and 2019 was only the second time that a student had remained, despite our best efforts, NEET after Year 11. Despite these successes, however, we have reinvigorated our focus on PP provision, as our summer 2019 GCSE results were disappointing, and whilst much of this figure was accounted for by the performance of two students (where exceptional circumstances led to poor exam performance, most notably a four-year school absence for a high prior-attaining PP student), it still raises concerns that our efforts to increase the attainment of PP students across all years have not been fully successful, with perhaps too much attention given to short-term efforts to boost final-year performance, and not enough given to redressing progress concerns lower down the school.

Whilst the logic of “Hidden Surrey” does not shape our expectations of PP students, though, our context does inform our philosophy. So whilst we insist that all teachers and tutors are aware of who their PP students are, using this knowledge to inform their practice, we also insist that this information is handled sensitively, recognising that it would rarely be appropriate to speak openly to a student or parent/carer about their PP status, and that PP students are not an homogenous group. Our philosophy is further explained in our “County PP5”.

All of our actions with regards to PP provision are driven by the best research available, but it is also recognised that research does not provide straightforward answers, as PP provision is predominantly context-driven. Nonetheless, we have worked closely with the PP team at the Department for Education (DfE), meeting termly in a mutually-beneficial relationship which allows them to pilot new advice and guidance, and allows us first access to the latest research and policy innovation. Through this, we have based much of our PP provision work on key research: notably, the work of the National Foundation for Educational Research (NFER, 2015), the new guidance published by the DfE in June 2019, and the accompanying June 2019 work of the Education Endowment Foundation (EEF). This work all highlights key strands of effective PP provision that have informed our strategy:

1. Our primary focus is on quality-first teaching.
2. This is underpinned by well-resourced student support.
3. Wider strategies are used to ensure PP students can access the breadth of our curriculum.

	On the back of this research-informed approach, we led a nine-school PP Attainment Improvement Programme funded by an MDIF grant, and this year have set up and will continue to lead a PP Lead Network across two school trusts.			
INTENT	What is the quality of education we aspire to for our PP students?			
	<ol style="list-style-type: none"> 1. How will we ensure that all our PP students have equal access (to non-PP students) to the breadth of core- and co-curricular opportunities provided by the school? 2. How will we ensure that all our PP students make excellent progress, compared to all students nationally, attaining highly enough to have all post-16 options open to them? 			
IMPLEMENTATION	What does this mean we do...?			
	<i>As a school?</i>	<i>As an LMT?</i>	<i>As a HOD team?</i>	<i>As a HOH team?</i>
	<ul style="list-style-type: none"> ▪ Fund a member of LMT to lead PP provision in the school. ▪ Subscribe to the 4Matrix data management system to allow effective tracking of PP student performance. ▪ Subscribe to EduLink One, a planning resource that allows teachers to more effectively seat PP students. ▪ Provide funding for co-curricular activities where need is identified. ▪ Provide music lessons for PP students who show musical talent but are unable to afford the cost of tuition. ▪ Provide funding for educational resources in several areas where need is identified. ▪ Provide other ancillary funding where required (equipment, breakfast clubs, uniforms etc.) ▪ Over-staff Maths, English, and our SEND team to provide opportunities for smaller-group work with PP students. ▪ Over-staff our student support team (including HoHs, AHoHs LAC co-ordinator, HSLW, EWO and counsellors) to provide extra focus on our PP students. ▪ We have a PP Champions Team, who run part of our auditing process and aim to raise the profile of PP students among other staff. 	<ul style="list-style-type: none"> ▪ The performance of PP students is one of three priorities for us as an LMT and we have set aspirational school-wide targets through our performance management system. ▪ We specifically review PP student performance after every IR using our PP Data Dashboard and assign actions as a result. This feeds in to Exam Progress Meetings ▪ We lead on individual PP students who most concern us, which includes weekly mentoring of those students. ▪ We conduct Learning Walks during every period of the school day, often with a specific PP focus. ▪ The PP lead works closely with our data lead to assign ambitious target grades for PP students which are, on average, above those of FFT Aspire. ▪ The PP lead works closely with our Vulnerable Learners lead to co-ordinate efforts. ▪ All members of LMT ensure PP students feature heavily on agendas in line management meetings. ▪ PP students feature prominently in every staff briefing, in “research nuggets”, in student-in-focus emails, and frequently in staff CPD sessions and whole-staff meetings. 	<ul style="list-style-type: none"> ▪ All HoDs commit to ambitious annual targets for the performance of PP students. These are reviewed in annual DDP meeting with the Head of School and followed-up through regular Exam Progress Meetings. ▪ HoDs are asked to review progress against these targets after each IR during their line management meetings, and as part of the post-IR review and action process. ▪ HoDs are asked to monitor PP student performance in individual classes and provide support and challenge where needed. 	<ul style="list-style-type: none"> ▪ All HoHs commit to ambitious annual targets for the performance of PP students. ▪ HoHs are asked to review progress against these targets after each IR during their line management meetings, and as part of the post-IR review and action process. ▪ HoHs prioritise PP students during the Student Review process. ▪ The performance of PP students is a weekly agenda item during the team’s Thursday morning meetings. ▪ The HoH team spend much of their time working to support PP students and their families as needed. ▪ All HoHs are asked to maintain PP student case studies, tracking the impact of their work on individual students.

	<ul style="list-style-type: none"> Provide extended school provision, including homework clubs and late-night library. 	<ul style="list-style-type: none"> Through our line management and quality assurance processes, we regularly audit the effectiveness of our PP provision. 		
	<p><i>As teachers and tutors?</i></p> <ul style="list-style-type: none"> All teachers and tutors are asked to follow the "County PP5". 	<p><i>As Department S?</i></p> <ul style="list-style-type: none"> All members of Team S are asked to follow the "County PP5". However, it is recognised that this is more applicable to some areas, such as the canteen, office, finance and library. 	<p><i>As governors?</i></p> <ul style="list-style-type: none"> A link governor is assigned specifically to the LMT PP Lead, meeting three times a year. PP provision is frequently an agenda item during FGB and Impact sub-committee meetings. Governors have been provided with training to understand PP provision. Governor school visits are planned (January 2020) to continue this education and better allow governors to hold the LMT to account over PP provision. Governors are proactive in their ownership and understanding of the PP budget, seeking ways to support the funding of PP provision from wider school funds. 	<p><i>As a trust/wider network?</i></p> <ul style="list-style-type: none"> Having led a nine-school PP Programme in 2018-19, the LMT PP Lead now co-ordinates a PP Network across two local trusts which is also attended by schools outside those trusts.

	How do we measure the effectiveness of what we do...?			
	<i>In the classroom?</i>	<i>In co-curricular activities?</i>	<i>In the wider school?</i>	<i>Among parents?</i>
IMPACT	<ul style="list-style-type: none"> ▪ Formal Drive Time Audits. ▪ Learning Walks. ▪ Book looks. ▪ Informal "Plinks". ▪ Student surveys. ▪ Attendance data. ▪ IR tracking data – effort and progress. ▪ Examination results ▪ PP Case Studies 	<ul style="list-style-type: none"> ▪ PP20% co-curricular forms. ▪ Co-curricular registers. ▪ PP Case Studies. 	<ul style="list-style-type: none"> ▪ Student surveys. ▪ PP Case Studies 	<ul style="list-style-type: none"> ▪ Parent surveys. ▪ Attendance data. ▪ Parent attendance at Parent's Evenings and other events. ▪ Staff focus group. ▪ PP Case Studies.

Area	RAG March 2021	RAG June 2021
As a school?		
<ul style="list-style-type: none"> ▪ Fund a member of LMT to lead PP provision in the school. ▪ Subscribe to the 4Matrix data management system to allow effective tracking of PP student performance. ▪ Subscribe to EduLink One, a planning resource that allows teachers to more effectively seat PP students. ▪ Provide funding for co-curricular activities where need is identified. ▪ Provide music lessons for PP students who show musical talent but are unable to afford the cost of tuition. ▪ Provide funding for educational resources in several areas where need is identified. ▪ Provide other ancillary funding where required (equipment, breakfast clubs, uniforms etc.) ▪ Over-staff Maths, English, and our SEND team to provide opportunities for smaller-group work with PP students. ▪ Over-staff our student support team (including HoHs, AHOHs LAC co-ordinator, HSLW, EWO and counsellors) to provide extra focus on our PP students. ▪ We have a PP Champions Team, who run part of our auditing process and aim to raise the profile of PP students among other staff. ▪ Provide extended school provision, including homework clubs and late-night library. 		
As an LMT?		
<ul style="list-style-type: none"> ▪ The performance of PP students is one of three priorities for us as an LMT and we have set aspirational school-wide targets through our performance management system. ▪ We specifically review PP student performance after every IR using our PP Data Dashboard and assign actions as a result. This feeds in to Exam Progress Meetings ▪ We lead on individual PP students who most concern us, which includes weekly mentoring of those students. ▪ We conduct Learning Walks during every period of the school day, often with a specific PP focus. ▪ The PP lead works closely with our data lead to assign ambitious target grades for PP students which are, on average, above those of FFT Aspire. ▪ The PP lead works closely with our Vulnerable Learners lead to co-ordinate efforts. ▪ All members of LMT ensure PP students feature heavily on agendas in line management meetings. ▪ PP students feature prominently in every staff briefing, and frequently in staff CPD sessions and whole-staff meetings. ▪ Through our line management and quality assurance processes, we regularly audit the effectiveness of our PP provision. 		
As a HOD team?		
<ul style="list-style-type: none"> ▪ All HoDs commit to ambitious annual targets for the performance of PP students. These are reviewed in annual DDP meeting with the Head of School and followed-up through regular Exam Progress Meetings. ▪ HoDs are asked to review progress against these targets after each IR during their line management meetings, and as part of the post-IR review and action process. ▪ HoDs are asked to monitor PP student performance in individual classes and provide support and challenge where needed. 		
As a HOH team?		
<ul style="list-style-type: none"> ▪ All HoHs commit to ambitious annual targets for the performance of PP students. ▪ HoHs are asked to review progress against these targets after each IR during their line management meetings, and as part of the post-IR review and action process. ▪ HoHs prioritise PP students during the Student Review process. 		

<ul style="list-style-type: none"> ▪ The performance of PP students is a weekly agenda item during the team’s Thursday morning meetings. ▪ The HoH team spend much of their time working to support PP students and their families as needed. ▪ All HoHs are asked to maintain PP student case studies, tracking the impact of their work on individual students. 		
As teachers and tutors?		
<ul style="list-style-type: none"> ▪ All teachers and tutors are asked to follow the “County PP5”. 		
As Department S?		
<ul style="list-style-type: none"> ▪ All members of Team S are asked to follow the “County PP5”. ▪ However, it is recognised that this is more applicable to some areas, such as the canteen, office, finance and library. 		
As governors?		
<ul style="list-style-type: none"> ▪ A link governor is assigned specifically to the LMT PP Lead, meeting three times a year. ▪ PP provision is frequently an agenda item during FGB and Impact sub-committee meetings. ▪ Governors have been provided with training to understand PP provision. ▪ Governor school visits are planned (January 2020) to continue this education and better allowing governors to hold the LMT to account over PP provision. 		
As a trust/wider network?		
<ul style="list-style-type: none"> ▪ Having led a nine-school PP Programme in 2018-19, the LMT PP Lead now co-ordinates a PP Network across two local trusts which is also attended by schools outside those trusts. 		

Messaging Calendar

This calendar is used to shape the messages that are communicated to members of staff at various points throughout the year through our student-in-focus emails, research nuggets, and staff briefing messages.

Half-Term	Theme	Detail
1	Know your PP students	<ul style="list-style-type: none"> ▪ Reintroduce the PP5. ▪ Where to find the PP register. ▪ Are PP students in the “best seat in the house”? ▪ Have PP students made the right start – what have you done about it? ▪ Primary focus on Year 11. ▪ Launch praise phone calls.
2	Know their parents	<ul style="list-style-type: none"> ▪ Revisit the PP5. ▪ Focus on parental engagement: reviewing and maintaining praise phone calls. ▪ How can you have an influence outside the classroom? ▪ Primary focus on Year 10.
3	Set high standards	<ul style="list-style-type: none"> ▪ Revisit the PP5. ▪ Understanding teacher bias. ▪ What are high standards in the classroom? ▪ In new seating plans, are PP students in the “best seat in the house”? ▪ How many calls have you made this year so far? ▪ Primary focus on Year 11 post-mocks, and Year 9.
4	Challenge and support	<ul style="list-style-type: none"> ▪ Revisit the PP5. ▪ What is challenge in the classroom? ▪ What does it mean to be “supportive”? ▪ What teacher behaviours drive the best outcomes? ▪ Focus on parental engagement: reviewing and maintaining praise phone calls. ▪ Are Year 11 PP Students ready? ▪ Primary focus on Year 8.
5	Remove barriers	<ul style="list-style-type: none"> ▪ Revisit the PP5. ▪ What barriers might exist for PP students? ▪ What simple strategies can you use in the classroom to remove barriers to learning? ▪ In new seating plans, are PP students in the “best seat in the house”? ▪ Primary focus on Year 7.
6	Get them ready for next year	<ul style="list-style-type: none"> ▪ Revisit the PP5. ▪ How do we support all our PP students through the transition that awaits? Are they ready for next year?

Maintenance List

This list is used to capture the operational jobs that need doing at various points during the year regarding our PP student provision.

Half-Term	Job and Owner
1	<ul style="list-style-type: none"> ▪ Based on summer outcomes, review PP Strategy document. ▪ Make sure the PP register has been carried over to new academic year. ▪ Make sure letter is sent out outlining PP breakfast options. ▪ Make sure office maintain process of calling PP students' parents for relevant evenings. ▪ Meet with PP Champions Team to review last year and set new priorities. ▪ Relaunch briefings reminders, "student-in-focus" emails and "research nuggets" emails. ▪ Seek multiple channels (briefings, whole-school meetings, HoD meeting, HoH meeting, CPL sessions) to prioritise the PP message. ▪ Launch PP Blinks. ▪ Establish "Leads" for Year 11 PP students. Maintain and monitor intervention. ▪ Meet with PP Link Governor & attend relevant governor committee meetings. ▪ Bring together PP Lead Network.
2	<ul style="list-style-type: none"> ▪ Maintain above. ▪ Meet with DBD to review PP targets. ▪ Ensure Year 11 PP Study Leave arrangements are in place, including extra breakfast provision. ▪ Ensure Christmas lunches are set up for FSM students; communicate with teachers need for sensitivity around "secret Santa" and messages about the holidays. ▪ Establish "Leads" for Year 10 PP students. Maintain and monitor intervention. ▪ Focus HoH team on Year 10 & Year 9. ▪ Meet with PP Link Governor & attend relevant governor committee meetings. ▪ Meet with DfE contact to review provision.
3	<ul style="list-style-type: none"> ▪ Maintain above. ▪ Review Year 11 Sixth Form applications: how do we ensure PP students have all options open to them? ▪ Review Year 11 PP Mock results and re-plan as needed. ▪ Ensure Y11 PP students are given free access to Easter Revision courses. ▪ Meet with JFD & DB to review DfE PP data against our records. ▪ Update PP Statement on website. ▪ Continue to focus HoH team on Year 10 & Year 9. ▪ Meet with PP Link Governor & attend relevant governor committee meetings. ▪ Bring together PP Lead Network.
4	<ul style="list-style-type: none"> ▪ Maintain above. ▪ Ensure Y11 PP Study Leave arrangements are in place, including extra breakfast provision. ▪ Focus HOH team on Year 8 & Year 7. ▪ Meet with PP Link Governor & attend relevant governor committee meetings. ▪ Meet with DfE contact to review provision.
5	<ul style="list-style-type: none"> ▪ Maintain above. ▪ Formally review and audit PP Provision. Begin shaping strategic priorities for 2020/21 ▪ Continue to focus HoH team on Year 8 & Year 7. ▪ Bring together PP Lead Network.
6	<ul style="list-style-type: none"> ▪ Maintain above. ▪ Subject to summer exam-results, finalise strategic priorities for next academic year for PP provision. ▪ Establish "Leads" for current Year 10s and Year 9s, with first mentor sessions happening before the summer break. ▪ Meet with DfE contact to review provision.

Auditing Surveys

These surveys, processed through Microsoft Forms, are sent to various samples of students (25 PP; 25 non-PP), parents (25 PP; 25 non-PP) and teachers (all) twice a year.

Student	Parent	Teacher
<ul style="list-style-type: none"> ▪ My teachers/tutor know me (7-point Likert). ▪ In my classes, I sit in places that allow me to learn best (7-point Likert). ▪ My teachers/tutor have a positive relationship with my parent(s)/carer(s) (7-point Likert). ▪ My teachers/tutor expect the same high standards from me as they do others (7-point Likert). ▪ My teachers/tutors challenge me to reach my potential and support me to get there (7-point Likert). ▪ My teachers help me to overcome difficulties and don't give up on me (7-point Likert). ▪ My teachers provide me with feedback that helps me improve (7-point Likert). ▪ My teachers make sure I hand my homework in (7-point Likert). ▪ I can go to my tutor when I need help or advice (7-point Likert). ▪ I take part in a range of the school's extra-curricular activities (like clubs, trips, choirs and events) (7-point Likert). ▪ Is there anything else you would like us to know about your teachers/tutors that could help them do a better job for you? Unless you choose to leave your name below, all responses are anonymous. <p>Anonymous, coded (PP vs. non-PP), but with free-text (after every question) and identification offered (at end).</p>	<ul style="list-style-type: none"> ▪ I always make sure my child has a healthy breakfast before school (7-point Likert). ▪ I always make time during the evening to check my child has all that is needed for the next school day (7-point Likert). ▪ I regularly check EduLink One to see what homework my child has and make sure they have done it (7-point Likert). ▪ I make sure my child has a quiet place to work at home (7-point Likert). ▪ I remove all electronic devices from my child early in the evening, allowing them a break from them before bedtime (7-point Likert). ▪ I make sure my child goes to bed at a regular time every night (7-point Likert). ▪ My child's room is free of phones, tablets, computers, televisions, and anything that will distract from a good night's sleep (7-point Likert). ▪ I make sure my child gets to school on time (7-point Likert). ▪ I make sure my child has the correct uniform and wears it correctly (7-point Likert). ▪ I regularly talk to my child about school in a positive way (7-point Likert). ▪ I read with my child most nights (7-point Likert). <p>Anonymous, coded (PP vs. non-PP), but with free-text (after every question) and identification offered (at end).</p>	<ul style="list-style-type: none"> ▪ I know who my PP students are (7-point Likert). ▪ I sit my PP students in the best seats in my classrooms (7-point Likert). ▪ I have a positive relationship with the parents/carers of my PP students (7-point Likert). ▪ I have the same high standards for my PP students as I do for all students (e.g. uniform, attendance, punctuality, attentiveness in lessons, quality of work, submission of homework) (7-point Likert). ▪ I prioritise giving feedback to PP students – marking their books first and spending extra time making sure they know how to progress (7-point Likert). ▪ I am tenacious in supporting PP students to meet my high standards (7-point Likert). ▪ I know what barriers my PP students face when it comes to their learning and progress (7-point Likert). ▪ I help PP students overcome barriers to their learning (7-point Likert). ▪ I actively seek ways that PP students can have equal access to co-curricular opportunities (7-point Likert). <p>Anonymous, with free-text (after every question) and identification offered (at end).</p>

Supporting co-curricular opportunities

We receive PP funding for around 14 per cent of our students. However, we aim for every co-curricular activity to be over-represented in terms of PP students, asking that all activity leaders target 20 per cent PP participation them. This is monitored via a trips form which asks the following questions:

1. What percentage of those eligible for this activity are PP?
2. Of those, which PP students are likely to struggle to access this activity?
3. How will you finance the activity to ensure all PP students can access it? (Talk to JHN for guidance if necessary)
4. What actions will you take to target participation by PP students?

Notes:

- It is acceptable to finance a trip to incorporate an administrative fee for the ancillary costs incurred by the school in running a co-curricular activity.
- We might then decide to use any surplus monies to fund wider participation in an activity.
- Specific funding can be used to support individual PP student (and others where disadvantage is identified) in accessing an activity; however, it is usually best to target this spending to those most in need.
- In making decisions on which activities to support priority is given in order: core-curriculum activities, core-curriculum-related activities, non-curriculum activities. However, decisions are naturally subjective and are taken on a case-by-case basis by the LMT PP Lead.
- If financial support is offered, it is usually best if some funding is met by home. This increases buy-in to the activity.
- To aid parents in offering financial support, payment plans can be set up with flexible terms.
- With expensive activities, it should be noted that the more advance warning can be given, the more likely it is that our PP students will be able to access them.

PP Blinks

In order to audit the extent to which elements of our “County PP5” is effective, members of the PP Champions Team regularly “blink” lessons with these students in mind. They are asked to provide feedback to the teacher about something they like, whilst also posing a question to spark improvement. The lower-half of the form is used to record judgements, but this is anonymous, recognising that it is a snapshot view to assess PP provision and is not necessarily representative of an individual teacher’s performance.

1. I really liked...

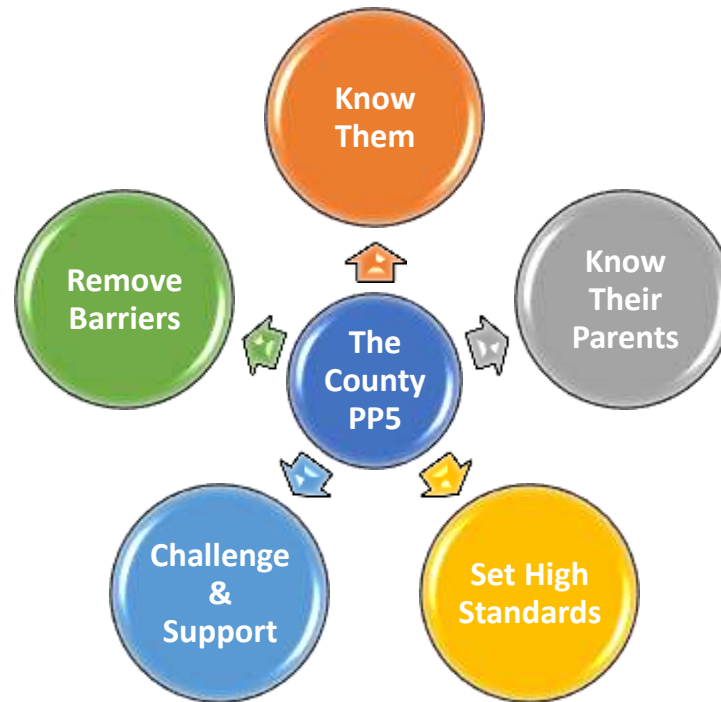
Teacher/Class:

2. Have you thought about...?

Date:

Question	Mastery (Always)	Accomplished (Mostly)	Proficient (Sometimes)	Not Proficient (No)	N/A	Notes
Are PP students sat in “the best seats in the house”?						
Do PP students have their equipment?						
Are PP students in the correct uniform?						
Is the work of PP students of a similar standard to others in the group?						
Is the quality of feedback given to PP students consistent with the group? Is it of a high enough quality?						
Are there any PP students-of-concern in the group?						

Disadvantaged Students: The County PP5



1. Know Them:

Disadvantaged students (whether PP, LAC or SPP) are one of only two groups of students for whom schools receive specific funding. We have a statutory requirement to account for this money and a focus of any audit will be staff awareness of these students. As a minimum, all teachers must be aware of the Pupil Premium students in their class. However, we also need to be sensitive regarding a student's disadvantaged status. Staff must know who they are, but it would rarely be appropriate to speak openly about it with the student themselves. Other students must never know. Just being aware of which students are on the school's Pupil Premium register is not enough, though. As with all students, we must take time to build trusting relationships with them which give them a sense of safety and security. We must really know them.

2. Know Their Parents:

There is strong research which demonstrates that the level of parental engagement is a determining factor in the outcomes of disadvantaged students. However, many schools have spent a lot of money pursuing ineffective strategies that aim to encourage parent participation. Often, the objectives of such initiatives are cloudy. The aim should be for parents to emotionally invest in their child's educational outcomes, and this is best achieved by regular contact with all staff who might work directly with that child. Five phone calls from different members of staff specifically about their child will involve a disengaged parent far more than even the most well-planned evening event. Praise is especially powerful in securing the engagement of a parent who may have had a negative experience of school themselves. Five praise phone calls on Friday?

3. Set High Standards:

Years of research (Google "Golem Effect" if you want to read it) has demonstrated that even teachers with the best intentions have unconscious bias when it comes to what they expect from different students. Strong evidence suggests that teachers can associate socio-economic disadvantage with low attainment and poor behaviour, changing their

expectations of students as a result. All students, regardless of background, should be set the same searching targets, in all aspects of their school life: school-work, grades, uniform, home-learning and behaviour. Some students do not get this at home; they must get it in school. We owe them that opportunity.

4. Challenge & Support:

A research project observing the teaching of disadvantaged students in Surrey schools found that the teachers who secured the best outcomes were relentless in challenging and supporting students who fell short of the high expectations that were set. Strategies identified ranged from making sure disadvantaged students were sat in the most advantageous place in the classroom (usually closest to the teacher); to persistently chasing students for missed work and providing the time in school for them to complete it; to initialling their work at the end of every lesson to ensure focus; to prioritising disadvantaged students when it comes to giving feedback. There is no single strategy that emerges from the research as most effective, but the best teachers seemed to share a belief and energy that they would be the person who made the difference for those students.

5. Remove Barriers:

Students are all individuals, and no two disadvantaged students are the same, or have the same need. Socio-economic disadvantage can often mean, though, that things we might take for granted create obstacles to the learning of some of our more vulnerable students. In the same Surrey study, those staff who put in place simple strategies to remove those obstacles secured the best outcomes for disadvantaged students. This included having a stationery section in classrooms that all students knew they could access at any point in the lesson without asking; tutors directing students to a free breakfast where it was clear this was a concern; and all staff prioritising disadvantaged students when it came to organising co-curricular opportunities.

The role of Heads of House and Heads of Department:

Middle leaders have a crucial role to play in securing the best outcomes for disadvantaged students and Development Plans must outline a department's strategy in this regard. When shaping this strategy and deciding on annual priorities, the following questions can help you develop your approach:

Heads of Department

- Who are your PP students? Do all your teachers know?
- How do you track their progress/attainment?
- Do you have the same expectations of them?
- What extra support do they receive?
- How do you ensure they have the same chances as others?
- How are they represented in the extra-curricular activities you offer?

Heads of House

- Who are your PP students? Do all your tutors know?
- How do you track their progress/attainment?
- Do you have the same expectations of them?
- What extra support do they receive?
- How do you ensure they have the same chances as others?
- How do you identify other disadvantage?