

**Achieving excellence in education - a strategy for
improving outcomes in Portsmouth**

Revised October 2015



Foreword

In 2012, the strategy for improving education in Portsmouth, "*Effective Learning for Every Pupil*", was launched. The document set out how the challenge of securing improved education outcomes in Portsmouth would be approached, to ensure that every learner had the opportunity to be the best they could be.

In the time since the strategy was launched, we have seen some improvements in progress and attainment, with particularly strong achievements at the start of education. However, there remains too much variability in our pupils' year-on-year outcomes and Portsmouth still lags behind comparable cities on a number of measures in education. This remains unacceptable. Portsmouth will never truly meet the ambitions held for a great waterfront city if our children and young people are not achieving as well as their peers nationally.

More schools in the city are now academies; at the time of writing, over a quarter of schools have transferred to academy status. For this reason, the strategy is fit for purpose for the next 12-24 months, but we recognise that ongoing work remains necessary to secure the changing relationship between the LA and its education providers.

Despite the freedoms and flexibilities granted to schools under the Academies Act 2010, local authorities retain a legal responsibility for performance, although academies are not directly accountable to them. In addition, the Secretary of State has made clear the expectation for local authorities to act as strategic commissioners for all schools, and as a champion for all children and young people in their area.

So there is still much to do, and therefore we have developed this strategy to ensure that the local authority fulfils its strategic role to champion educational excellence for all Portsmouth's children. We will focus on improving three critical areas:

- narrowing gaps in the achievement of disadvantaged pupils
- the standards that pupils reach, in particular at the end of KS2 and 4
- improving attendance, particularly for pupils with special educational needs or disabilities, and those of secondary school age.

We have developed detailed action plans for the coming academic year, and during this period, we will also prepare for the longer term, by carrying out a deeper analysis of the challenges in our secondary schools; and how the local authority, maintained schools and partners (including individual academies and providers) can work together to address these and bring about a step-change improvement for Portsmouth.

Finally, we recognise that what happens in a school is only part of what influences the achievements of our children and young people, so we will continue to ensure children's readiness for school at age 4+; and also to work with our partners to support parents to value and understand their children's education and aspirations.

By focusing on our priorities, alongside the other areas identified by the Children's Trust (such as improved early intervention services and a stronger post-16 offer) we will ensure that the local authority is a strong champion for children and young people, ensuring that all receive an education that will lay the foundations for them to have the best life chances and enjoy future successes.

Councillor Neill Young, Cabinet Member for Education, Children and Young People, June 2015

Vision

The vision for education in Portsmouth is ***to achieve the best education outcomes for all children and young people. We expect excellence in education for every child and young person, at every stage of their learning, regardless of their background or circumstance.***

We will achieve this vision by ensuring effective learning in the city. Good quality centres of learning (early years' settings, schools and colleges) are critical for raising education outcomes for all Portsmouth's children and young people, including the most vulnerable. These need to have excellent leadership, governance, teaching and learning, which ensures that an exciting and engaging curriculum is offered and delivered well; and that it meets the learning needs of all pupils. No child should fail to reach their educational potential because of disadvantage or vulnerability. All of us should have high expectations of our children and young people, and work together to support these and help them develop high aspirations for their lives.

Much of this is the core business of the local authority, schools and education providers - including those in the independent sector. However, the quality of education in a city is the business of everybody in a city - including parents and carers, and also businesses, other agencies, and all residents - and so our approach to implementing our strategy will be as broad as possible, and based on a principle of working in partnership. We will apply a rigorous, evidence-based approach to our work, whilst at the same time seeking out innovative approaches to tackle our most entrenched challenges.

By working as a city, with everyone applying their unique skills, expertise and contributions, we will deliver on the vision and ensure that education in Portsmouth is as good the best.

The Children's Trust in Portsmouth

Partnership working in children's services in Portsmouth is co-ordinated through the Children's Trust Board, which has multi-agency representation at Director and Chief Executive level from all the major public service delivery partners in the city. The Board has developed a Children and Young People's plan for the city, which identifies strategic priorities for children's services in the city, and includes standards of education as one of its five strategic priorities. However, the importance given to improving educational outcomes is reflected in all of them:

Priority 1 - Improve the health, safety and well-being of children and families through fully integrated preventative, early help and safeguarding services - this priority is important in promoting the early development of children so that they are ready for formal education, but also in supporting families so that they are able in turn to support their children in their progress and aspirations.

Priority 2 - Improve educational outcomes (school age)

Priority 3 - NEET and Post-16 Progression - work on this priority is linked to Priority 2 as it supports those young people who might be at risk of not progressing in their education and reaching their full potential.

Priority 4 - Improve outcomes for looked after children and care leavers

Priority 5 - Outcomes for children with Special Educational Needs and Disabilities (SEND)

A picture of Portsmouth

Portsmouth's school provision consists of 48 primaries, 1 all-through 4-16 school (with just Year R and Year 1 at present in the primary phase), 9 secondary schools, 5 special schools and 1 maintained nursery school. Of the 48 primary schools, 20 are all through primary, 16 are infant schools and 12 are junior schools. 12 schools have an attached nursery, and 20% are academies. There are 10 secondary schools, including the all-age school. 60% are academies.

There are 5 special schools: of these 3 are maintained and 2 have academy status. There is 1 nursery, 1 primary, 1 all-through school, including a small nursery and 2 schools are secondary phase, with one including a Year 6. There are 8 mainstream schools with an attached resource provision for SEND. Of these, 2 are for development and assessment, 2 for language impairment, 2 for sensory impairment, and 1 is for pupils with social, emotional and mental health difficulties and 1 for pupils with autistic spectrum conditions.

In terms of performance:

- An increased proportion of schools have been judged by Ofsted as good or better (up from 66% in August 2013 to 72% as at the end of August 2015) although only 6% of schools are outstanding and 19% of schools have not yet been inspected.
- The progress of pupils from their starting points evidences a three year improvement trend, although we remain below national at both KS2 and 4.
- Our attainment picture shows that we are above national at EYFS; at least in line with national figures at KS1; and below national at KS2 & KS4.
- The gap with national widens as pupils move through the key stages, although those gaps have been narrowed over time, and this trend continued in 2014/15.

The strategic context

The context in which local authorities support school improvement has changed rapidly since the discussion that was heralded Schools White Paper, *The Importance of Teaching*, was published (November 2010). This document placed teachers and teaching schools at the heart of the school improvement system, with the expectation of strong autonomous schools driving their own improvement.

The key features of the current context are:

- A changed, more diverse, educational landscape.
- A changing school improvement environment, emphasising the importance of school-to-school partnerships and initiatives, to reach local solutions about the issues and challenges faced.
- A sharper focus on accountability in an autonomous school system with a strong strategic role for local authorities.
- A fairer funding system including a pupil premium to channel more money to the most deprived children.

Since then, the Academies Act has accelerated the growth of the autonomous school system. In Portsmouth, over a quarter of schools have transferred to academy status.

The role of the local authority

The role of the Local Authority is to take a strong strategic role as champions for parents, families and vulnerable pupils, expected to promote educational excellence by ensuring a good supply of high quality places, coordinating admissions and commissioning school improvement strategies to address local priorities.

As local leaders of school improvement, the question for the local authority is how we can most effectively discharge our responsibility to champion the achievement of all children and young people in Portsmouth in the changing educational landscape.

Portsmouth remains below national levels of performance at the end of KS2 and KS4, and this sets a tone for continuing participation in education at post-16, with fewer young people continuing their education or training after leaving school, compared with nationally.

Portsmouth has to achieve a more educated and skilled workforce and cannot afford to lose the potential of young people who, if they are not educated and skilled well enough, are likely to lead less productive and satisfying lives. The economic and social cost of educational failure is great, and it is the role of the local authority to exercise its statutory functions and powers, but also use its influence and local knowledge to champion educational excellence for all. The following pages set out our approach to this challenge.

Achieving excellence

In seeking to achieve excellence in education for Portsmouth's children and young people, we will tackle three areas that are essential to the achievement of the best possible educational outcomes. These are informed by our analysis of trends in performance and what is currently being achieved.

We will:

- Close the gap in the achievement of disadvantaged pupils, so that they achieve outcomes in line with, or better than, their peers.
- Raise standards that all pupils achieve in line with or above national figures at the end of each key stage.
- Improve attendance in schools, particularly for pupils with SEND and those of secondary school age.

We know that excellence will only be achieved where there is robust leadership and governance in the city's schools, which promotes and secures excellent teaching in the classroom, and a focus on narrowing achievement gaps that arise from disadvantage or vulnerability. So we have set out a plan about how we will work with schools and other settings to improve all aspects of education.

Our role in championing excellence in school standards is to promote high standards, provide support and challenge to schools, and to intervene where necessary to drive the improvement. However, the local authority is also well positioned to work with schools and partners to build capacity across the school sector, gathering intelligence, facilitating school to school support and identifying where there are areas of excellence that could be shared to support development across the city.

It is also important that children and young people are attending school and are able to participate in learning. We know that there is a strong relationship between attendance and achievement, and also a relationship between attendance and safety for children and young people. School

attendance in Portsmouth's secondary schools is not as good as it should be, and there needs to be a concentrated focus on improvement.

The local authority has a statutory responsibility for ensuring there are sufficient school places in the city, and in discharging this responsibility, we want to make sure that these places are of the right type, in the right places. This includes reshaping SEND provision to promote inclusion and support the attainment of pupils with SEND.

Our criteria for success

We will measure the success of the strategy by the following measures. Outcome measures are due to change in 2016, so it is not possible to set the exact form of the measures, but we retain the aspirations as described. If we are to achieve excellence in education for all, this requires us to improve outcomes across all Key Stages, as set out below.

Our overarching criteria for success is that **every pupil in Portsmouth should attend a school which is good or better**. Alongside this, we have identified more detailed success criteria.

In relation to **SCHOOL STANDARDS**, we want to:

- a) reduce the number of schools in a category of concern to the local authority
- b) increase the number of schools in Portsmouth judged to be Outstanding
- c) increase the proportion of pupils attending schools judged to be good or better
- d) no secondary school to be below the Progress 8 floor target in 2016.
- e) no school outcomes at the end of KS2 to be below the 65% in Summer 2016

In relation to **PUPIL OUTCOMES**, we want:

- f) the proportion of secondary school pupils making expected or better progress in English and especially in mathematics **to be at least in line with the national figure in Summer 2016**, with a particular focus on closing the gaps for White British, disadvantaged pupils.
- g) The Attainment 8 outcomes at KS4 are **at least in line with national figures in Summer 2016**
- h) the proportion of KS2 pupils making expected or better progress in English and especially in mathematics to be **at least in line with the national figure in Summer 2016**, with a particular focus on closing the gaps for White British, disadvantaged pupils.
- i) the proportion of primary school pupils reaching the expected standard in reading, writing and mathematics at ages 7 and 11, to be **at least in line with the national figure in Summer 2016**.
- j) the gap between disadvantaged children and the rest to be narrower than national at the end of the **early years foundation stage**, as measured by the proportion of children achieving a good level of development in Summer 2016 .

We will also rigorously monitor performance against related areas that promote improved standards and outcomes, and will seek to ensure:

- k) Improved overall attendance at Portsmouth's schools, particularly in the secondary phase.
- l) Reduced persistent absenteeism in Portsmouth's schools, particularly in the secondary phase.
- m) Sufficient school places – 1,100 extra places in the primary sector by 2015/16; and a further 540 places by 2017/18 to meet statutory requirements with a surplus of 4% in primary and 6% in secondary.
- n) Sufficient places of a high quality and sustainability for disadvantaged 2 year olds, 3 and 4 year olds, and

- o) the quality of childcare further improves with the % Good or better Ofsted outcomes exceeding national and with a focus on improving the quality of child-minding.

Objective One: Close the gap in the achievement of disadvantaged pupils, so that they achieve outcomes in line with, or better than, their peers

It is important that all children and young people have the ability to achieve their full potential so that they can benefit from all the opportunities that school has to offer. Participation and achievement in education is an essential step towards economic, social and emotional wellbeing later in life.

The strategic and policy context

Narrowing gaps in attainment is a continuing focus for the Government in order to build a more equal and cohesive society. Policy statements and legislative amendments have clarified the relative roles of schools, post-16 providers and local authorities and regulatory authorities, such as Ofsted, both by sharpening their focus on vulnerable groups in school inspections and by re-asserting the strategic role of the Local Authority.

In 2013, Ofsted published an evidence report, *Unseen Children: access and achievement 20 years on* that considered the impact of disadvantage on educational achievement. The report updated a survey of impact of economic and social disadvantage carried out in 1992, and considered disadvantage in a broader sense (looking at impact of SEN or for particular communities) and arrived at a number of key findings that are influencing education policy and practice:

- There is still too much variation in the quality of education experienced by pupils across the country; and levels of attainment and the attainment gap vary too widely across the country.
- Material poverty is not in itself an insurmountable barrier to educational success.
- The achievement of children in the early stages of their learning and development has improved over time; however, gaps exist between the poorest children and their better off counterparts.
- Schools are improving but too slowly in areas of higher deprivation.
- Outcomes for all pupils at KS2 and KS4 have improved but the attainment gap between disadvantaged pupils and their better off peers is closing too slowly, particularly at secondary level.
- At GCSE, attainment has improved for pupils from different ethnic backgrounds and for pupils who speak English as an additional language; however, the attainment of many White British pupils from low income backgrounds is too low - and this is by far the largest group of disadvantaged pupils.

The Government funds support for schools to narrow the disadvantage gap through the introduction of the Pupil Premium, which is funding for schools additional to main school funding, as a means to address current underlying inequalities.

Accelerating progress in Portsmouth for disadvantaged children and young people

Breaking the link between economic disadvantage and educational achievement is particularly important in Portsmouth's context, where:

- 22% of all dependent children under the age of 20 are living in poverty, which is above the England average. There are variations across the city, e.g. in Charles Dickens ward it is twice this rate.
- The percentage of pupils known to be eligible and claiming free school meals is higher than the national average, reflecting low incomes in the city.
- There is a high proportion of white British pupils, with boys being particularly at risk of underachievement.

- One fifth of Portsmouth pupils are from black or minority ethnic (BME) groups with most of these speaking English as an additional language; over 100 languages are spoken by pupils attending Portsmouth schools.

We have identified areas where outcomes in Portsmouth are falling short against national performance and also by making comparisons across the city. So, for example we know the following:

- There are particular areas of the city where there are higher levels of economic disadvantage and where fewer children have reached age expectation at age 5 - for example in Paulsgrove ward, where only half of all children reach age expectation.
- At the end of their primary education, the gap for disadvantaged pupils is narrow, but not closing rapidly enough in all subjects. Furthermore, there are differences in the gap across geographical areas of the city.
- The 2014 outcomes indicated that the gap has narrowed with national at age 16, but it remains too wide, especially in English.

What we have done so far

Narrowing the gap for those children experiencing educational disadvantage has been a priority in the city for some time, and we have been proactive in seeking to identify the causes of issues, and address these. For example,

- we have identified links between different types of vulnerability such as economic disadvantage and special educational need, or being a child in need and persistent absence; and
- we have prioritised our approach to promoting take-up of free nursery education for two year olds from disadvantaged backgrounds, resulting in a higher proportion of local children accessing this than is the case nationally;
- our schools are regularly challenged about the progress and attainment of our most vulnerable pupils, and supported to identify, share and implement what works well;
- elected members have carried out a scrutiny review of Pupil Premium in schools, and identified findings to inform our work.
- our local Teaching School Alliance is leading an inspiring National College 'Challenge the Gap' project, which involves a number of our schools and aims to develop and disseminate best practice
- developed a robust approach to the identification of young people at risk of becoming NEET, and worked to ensure that there is suitable provision in place and systems to support them accessing it.
- implemented an effective model of support for pupils for whom English is not their first language that is used by almost all mainstream schools and academies. The impact of this support is demonstrated in the extent to which EAL pupils make good progress and often achieve at a higher level than their peers with English as a first language in the city at all key stages.

In Autumn Term 2014, we undertook a focused piece of work with secondary schools, looking at the effectiveness of designating a Pupil Premium champion and the importance of designated time. This was launched in response to HMCI's 2013 annual report, which highlighted Portsmouth as one of the poorest performing Local Authorities for GCSE outcomes for disadvantaged young people, with around 1 in 4 (28.3%) achieving 5 or more GCSEs including English and mathematics. The work supported the establishment of a network of senior leaders who were introducing strategies to close the gap. This was supported by a consultant Education Officer and a secondee from Miltoncross School, who together provided workshops for key staff at school level. Linked to this work, the local

authority worked with the link HMI and hosted a conference for Headteachers and Chairs of Governors with the national Pupil Premium Champion, Sir John Dunford, the keynote speaker.

From this work, which was documented in an evaluation report, a number of priorities emerged to secure further progress and maintain momentum. These included the designation of officer time to support continued network and school championing.

More details on work taking place in Portsmouth can be found in our pack of local case studies.

What more are we going to do - our plan for action

Our action plan for tackling disadvantage in education is based on 3 key principles:

1. *Schools should use available resources to raise the achievement of all pupils.*
2. *Pupils who are disadvantaged should be targeted to make better progress than those who are not disadvantaged.*
3. *The achievement of disadvantaged pupils should aim to be at least in line with all pupils nationally, or within the school itself, where this represents the higher challenge.*

We promote evidence-based approaches, and those ways of working which have been shown to be most effective in the local context.

Our key pieces of work will be:

- Improving school leadership so that closing the disadvantage gap is consistently prioritised and promoted.
- Developing school -to-school initiatives targeted at narrowing the disadvantage gap.

The detailed action plan is attached at Appendix 1 of this document. The action plan is complemented by our pack of local case studies around the use of pupil premium to narrow economic disadvantage gaps in Portsmouth (Appendix 2).

Objective Two: Raise standards so that all pupils achieve in line with or above national figures at the end of each key stage

The local authority has a statutory responsibility to promote high standards in schools. As set out in the "Schools Causing Concern" statutory guidance, the authority should:

- provide the framework for encouraging good and outstanding maintained schools to take responsibility for their own improvement and to support other schools; for example by building strong working relationships with education leaders in their area and encouraging high calibre school leaders to support and challenge others,
- support strong leadership and governance for maintained schools that are not providing a good enough education, including through the identification of successful sponsors.

The way that the local authority works to provide support and challenge to schools, and to intervene when there is a significant level of concern, is set out in the Support and Intervention Framework (SIF). This strategic plan is complementary to the SIF, highlighting the educational priorities and how resources will be deployed to achieve them.

Portsmouth's wider school improvement partnership

We recognise that there is a great deal of knowledge, skills and expertise within schools themselves, and our recent ways of working have demonstrated that school to school initiatives are the most effective way of enabling schools to identify and meet their challenges.

The city has a number of accredited National, Local and Specialist Leaders of Education and National Leaders of Governance working in its schools, who can be drawn upon through the Portsmouth Teaching School Alliance to offer expertise and support to other schools. There is one Teaching School located within the City (at Mary Rose Special School) and one National Support School (College Park Infant). Our schools also make use of teaching school resources in Hampshire and Southampton.

There are eleven academy providers now working here, operating 18 academy trusts, including ARK, United Learning Trust, and the Thinking Schools Academy Trust. This means that we have a wide network of skills and expertise to be pulled on for the wider benefit of the city.

Priorities for improvement

The highest priority for improving standards in Portsmouth is in our secondary schools. Our work in secondary schools will take account of the recent survey report released by Ofsted, *Key Stage 3: the wasted years?* which recommended that, among other things, secondary school leaders should focus on the needs of disadvantaged pupils in Key Stage 3, including the most able, in order to close the achievement gap as quickly as possible.

We have identified clear local priorities where we need to improve outcomes for pupils at the end of each key stage to result in the following:

- The proportion of KS2 and KS4 pupils making expected and better progress in English and especially in mathematics to be at least in line with the national figure, with a particular focus on closing the gaps for White British, disadvantaged pupils.
- The proportion of pupils reaching the expected standard in reading, writing and mathematics at ages 7 and 11, to be at least in line with or above the national figure.
- Outcomes for Portsmouth's 16 year olds to be at least in line with the national average for all schools.

We will achieve these through rigorously applying the Support and Intervention Framework, and by focusing on developing leadership at all levels of the school to drive improvement in teaching, learning and assessment, and personal development and welfare so that outcomes are improved.

Our detailed action plan is attached at Appendix 2.

Objective Three: Improve attendance in schools, particularly for pupils with SEND and those of secondary school age.

If education outcomes for all Portsmouth's children are to be the best they can possibly be, children need to attend school regularly to access an education that is tailored to their needs.

In recent years we have seen improvements in the attendance rates in Portsmouth schools which is most welcome. We understand that these have been achieved through hard work by schools, parents and partners. This tells us that we are getting some things right, however, there is still more work to be done. The fact is that Portsmouth children and young people do not attend school as regularly as their peers nationally or in similar local authorities. In 2013/14 there were 1,159 pupils who were persistently absentees and 263 who were chronically absentees.

Too many children and young people do not attend school regularly leaving them vulnerable to risks which can reduce their chances in life. For example those who do not attend school regularly are more likely to:

- a) leave school without any qualifications,
- b) become not in education, employment or training (NEET),
- c) leave themselves at risk to other poor outcomes e.g. offending behaviour,
- d) have a negative impact on their mental health.

There is a cumulative impact of absence on attainment that is not always understood. However:

- By being away for a two week holiday every year and having an average number of days off for sickness and appointments, then by the time they leave school at sixteen, children will have missed a year of school.
- *90% attendance is not good - it means 4 weeks absent from school and again the cumulative impact will be a year missed by the time they leave school.*
- If a child is 15 minutes late each day, that will mean they lose 10.3 teaching days in a year.

For those children and young people who are the most vulnerable regular attendance at school is a challenge, and school may be the only safe and consistent part of their lives. This is particularly true for those children who are looked after, known to social care, on child protection plans or young carers.

Performance - How well are we doing?

When considering attendance it is worth noting what a one percentage point improvement means in terms of days missed. An average sized secondary school that manages to improve its attendance by one percentage point represents an additional 1,300 pupil-days spent in school. That is a significant amount of education. So small improvements in attendance rates represent significant changes in the number of young people at school and the time they spend at school.

Most recent data (autumn/spring term 2015) shows that in primary schools, there has been:

- a reduction in levels of overall absence to 0.1% above the national average for 2013/14,
- an increase in the level of persistent absence, which is 1.4% above the national average.

19 primary schools have absence levels greater than the 2013/4 national average of 4.2%, with 6 being more than 1 percentage point above the national average. In 2013/14 there were 338 pupils persistently absent from primary schools of whom 50 were chronically absent from school.

Most recent data for secondary school performance (autumn/spring 2014/15) shows there has been:

- a reduction in levels of overall absence but these remain 1% above the national average for 2013/14,
- a reduction in the level of persistent absence but this remains 2.3% above the national average.

Four secondary schools have an absence level above the national average of 6.4% for 2013/14, one of whom is 1 percentage point above the national average. In 2013/14 there were 660 pupils persistently absent from secondary schools of whom 134 were chronically absent from schools. Nationally absence levels increase with age but in Portsmouth, the rate of increase is greater than the national rate.

Special school absence data is available but national comparisons are difficult given the variation in the nature of special school provision. Within Portsmouth, the Harbour School has high levels of absence but these are broadly comparable to similar schools that cater for some of the most vulnerable and challenging young people.

Those children and young people who are absent from school in Portsmouth are most likely to:

- be white British,
- be eligible for free school meals (a proxy indicator for low income),
- have special educational needs,
- have a history of absence from school,
- have more absences as they get older.

The levels of absence for vulnerable groups are disproportionately represented compared to their peers.

The role of the Local Authority

The Local Authority has a role to ensure that all schools and partners are aware of the importance of regular school attendance and awareness of contextual issues. Where schools attendance rates are a cause for concern the local authority will intervene. What and when this will happen is detailed in the Support and Intervention Framework.

We have also set out an Attendance Strategy to show how we will work with schools and partners to drive improvements in attendance. There are four priority areas:

1. Parents meet their responsibilities to make their child(ren) attend school regularly.
2. Schools have in place effective leadership and management of attendance.
3. Partners provide additional needs based support that contributes to improvements in attendance.
4. A high profile of the key attendance messages is maintained in the community.

Further details are contained in the Attendance Strategy document.

Appendix 1 - Our action plan for narrowing disadvantage gaps

MAIN ACTIONS	LEAD POST-HOLDER TEAM	DUE DATE	HOW MONITORED	RESOURCE IMPLICATION
Improving leadership to narrow the disadvantage gap				
N1.1 Ensure that the School Profile provided to schools to support analysis of strengths and areas for development includes a specific focus on disadvantaged pupils and is used to 'risk assess' school performance for follow up through the Schools' Assessment Meeting.	Local Authority Data Team and IOs	September 2015 (primary) November (secondary)	QA of autumn term visits and School Assessment Meetings	From existing resource - SLA funded Officer time - 65 days
N1.2 Second a Pupil Premium Champion from a primary and a secondary school for one day a week to support and challenge schools to focus on research based practice, especially in relation to white working-class boys.	ECIM	November 2015	Gaps in performance narrow significantly	25 days of secondment in both primary and secondary phases + 6 days EICM time
N1.3 Where appropriate, commission bespoke challenge/support to address issues specifically related to educational disadvantage through the seconded Pupil Premium Champion for each phase.	EICM	Commence September 2015	Progress monitored through School Assessment Meeting	From allocation of up to 35 days of IO time
N1.4 Launch the narrowing the disadvantage gap framework at a half day conference with an inspirational speaker: this to go alongside an information exchange/network.	IOs	Half-day conference and termly meetings	Gaps in performance narrow significantly	£5000 + 10 days of SIO time
N1.5 Continue to support the use of proven strategies to meet the needs of all learners who are new to English, and redefine the SLA to ensure that support such as EMAS and ECAR are affordable for schools.	EICM & Traded Services Manager	For launch January 2016	Success through buy-in and attainment data	4 days EICM time supported by Traded Services Manager time
N1.6 Focus on communities of particular need, including Roma pupils and those who are refugees and with asylum-seeking status.	Detailed action plan for Roma pupils set out in "EMAS strategic response to OFSTED'S report re: 'Overcoming Barriers'"			

Developing school -to-school initiatives				
N1.7 Develop a resource base for white working-class boys, similar to that provided for other specific groups (such as we have for new arrival EAL pupils).	Secondees (see above) working with EICM	Complete for launch Autumn Term 2016	Gaps in performance narrow significantly	From allocation of secondee and IO time
N1.8 Develop a scope for a specific project extending the skills of the school's pastoral workforce, including how this can be enhanced through school-to-school working.	Pupil Premium champions	Scope to be completed by March 2016	To be developed as part of scoping work	

Appendix 2 -

1) OUR CORE OFFER TO a) ALL SCHOOLS, AND b) TO MAINTAINED SCHOOLS IN LINE WITH THEIR CATEGORISATION					
MAIN ACTIONS	PHASE	LEAD POST-HOLDER	DUE DATE	HOW MONITORED	RESOURCE IMPLICATION
1.1 Ensure all schools, including academies, are acutely aware of their responsibilities to contribute towards the city priorities (links with 1.3).	All	Education Improvement Commissioning Manager (EICM)	September 2015	Referenced in School Improvement Officer (SIO) visit reports	Headteacher briefings (existing officer time)
1.2 Provide School Profile - an early data pack in order to support analysis of strengths and areas for development with a particular focus on disadvantaged pupils - this to lead into 1.4 below.	All	Local Authority Data Team	September 2015 (primary) November (secondary)	QA of autumn term visits and School Assessment Meeting	From existing resource - SLA funded
1.3 Provide Autumn term overview letter and annual visit to all schools, including academies: for schools confirmed in a category of moderate concerns they will receive a further visit during the year; and those in a category of maximum concern will be visited once a term.	All	EICM	Completed by end of Autumn Term		65 days of IO time
1.4.i Consistently implement the Local Authority Support and Intervention Framework <i>AND</i> 1.4.ii Provide bespoke challenge/support to be commissioned as appropriate and in line with available resources.	All	EICM	September 2015	Monitored through School Assessment Meeting	Half-termly meeting of relevant officers and up to 35 days of IO time
1.5 Second an effective secondary Headteacher, who is external to the city, to: a. work within the local authority team in order to challenge and support maintained schools, b. to communicate corporate messages effectively with Headteachers and academy providers, c. develop and implement strategies and collaborations to improve the quality of leadership at different levels, and impact on pupil outcomes.	Secondary	EICM	November 2015	Evaluation	£5,000

2) IMPROVING LEADERSHIP TO RAISE STANDARDS, NARROW THE GAP AND IMPROVE ATTENDANCE					
MAIN ACTIONS	PHASE	LEAD POST-HOLDER	DUE DATE	HOW MONITORED	RESOURCE IMPLICATION
2.1 In partnership with TSA, implement a high quality Headteacher induction programme to support new Headteachers in the city, including the offer of a supported self-review.	All	Leadership Adviser/ EICM / Teaching School Alliance	Launch September 2015	Evaluation to be completed with Headteachers at conclusion of programme	Up to 6 SIO days
2.2 <ul style="list-style-type: none"> Maintain a programme of primary senior leader briefings and information exchange to ensure knowledge in the city is comprehensive and up to date on key developments. Secure a regular slot at secondary Headteacher meetings for the same purpose. 	All	SIOs	September 2015 and termly thereafter	Participation from schools and feedback (formal and informal)	Up to 5 SIO days
	Secondary				
2.3 Continue to work with the Teaching School Alliance and other system leaders to deploy National and Local Leaders in Education to have impact in schools judged by the LA to require improvement.	All	EICM / Teaching School	As per TSA meeting timetable / termly meeting with DfE Teaching Leaders	Ofsted inspections, LA school reviews and data outcomes and evidenced through visit reports	Up to 5 SIO / Leadership Adviser days
2.4 <ul style="list-style-type: none"> Involve selected Headteachers to maintain a list of expertise and excellence in Portsmouth schools to support sector-led improvement in all phases. Hold a city academy providers' day, to understand what areas of expertise and excellence they can bring to support sector-led improvement, with a particular focus on identified city priorities. 	All	EICM / Headteacher Panel	January 2016		Up to 3 IO days

DEVELOPING SCHOOL-TO-SCHOOL INITIATIVES					
3.5 Building on the successful "getting to good" network, facilitate a range of targeted networks to enable collaborative working and challenge; including: <ul style="list-style-type: none"> - "growing to and through good" - "good to outstanding" with a focus on building the number of outstanding schools in the city - Improving maths leadership, aimed at securing high standards in maths - Improving English leadership, aimed at securing high standards in English 	Primary	IOs	Regular sessions (no less than fortnightly throughout term time)	Impact monitored through school data analysis and visit reports	£10,000 of commissioning + 30 SIO days
3.6 Launch the Narrowing the disadvantage gap framework at a half day Conference: this to go alongside an information exchange / network.	Primary and secondary	IOs	Half-day Conference and termly meetings	Gaps in performance narrow significantly	£5,000 + 10 days of SIO time
3.7 Second a Pupil Premium Champion from a secondary school for one day a week and in primary for 20 days a year, to support and challenge schools to focus on research based practice, especially in relation to white working-class boys. In the secondary phase, this will build on from the project work recommendations from Autumn 2014.	Secondary and Primary as set out	EICM	November 2015	Gaps in performance narrow significantly	25 days of secondment in both primary and secondary phases (c£10,000) + 6 days EICM time
3.8 Deliver a series of targeted half-day workshops, focusing on areas of interest, including: <ul style="list-style-type: none"> - SEND - Early Years (Primary only) - Curriculum Leadership (Primary only) - Behaviour for Learning - Attendance and Safeguarding - Social, Moral, Spiritual and Cultural 	All	IOs	Programme to be launched in Autumn Term	Impact monitored through data analysis and visit reports	Up to 15 days of SIO time
3.9 Build on the support offered in 2014-15 to support teachers to understand the detail of the new curriculum and its assessment both through bespoke visits to schools and networking opportunities including moderation opportunities, in addition to network and workshop activity outlined above.	Primary	IO with responsibility for assessment	Autumn and summer terms	Predictions and actual outcomes in 2016 show gap is closing	15 SIO days, some of which may be through SLA arrangements

				with national	
3.10 Continue to work in partnership with teaching schools, Maths and Early Years Hubs to ensure there is a good offer and appropriate level of participation across Portsmouth schools.	All	EICM	Termly meetings	Outcomes improve	Up to 5 officer days
IMPROVING GOVERNANCE					
3.11 Ensure our programme of training for the current year explicitly targets governors where schools that need to make a better contribution to the city's priorities.	All	GSAs	Autumn 2015	Access by schools with follow up by GSAs (links with 3.11)	Within exiting 2 FTE officer time + £5000 for room and facilities hire
3.12 Develop and implement the newly purposed system for evaluating the quality of governance across the city so that we are well-placed to promote high standards. Minutes of meetings are monitored in inverse proportion to school success and lead to action from team.	All - maintained or SLA	Leadership Adviser and GSAs	Autumn 2015	Contact reports	
3.13 Reshape the existing chair of governor meetings to involve a wider group, and link the agendas more closely to information shared with Headteachers in order for the CoG to have impact on the quality of provision and outcomes for learners.	All - maintained or SLA	GSAs	Launch Autumn Term 2015		
3.14 Establish a network for expert governors to further develop skills and expertise to support challenging circumstances (e.g. IEBs). Develop processes for identifying the quality of governors across the city, including individuals that are prepared to work towards becoming a National Leader of Governance or available to offer particular expertise or work in challenging circumstances.	All - maintained or SLA	Leadership Adviser and GSAs	Spring Term 2016	'Brokerage' list is available of highly skilled governors	
3.15 Develop a) further the information and communication channels for governors, including an online forum for governors to share issues of interest, and b) a series of local online resources for governors, including a self-review and skills audit toolkit, complaints toolkit, information regarding Governormark and a good practice guide, including for induction.	All - maintained or SLA	GSAs	Spring term 2016	Monitoring of access demonstrates levels of engagement	