

RISE Initiative (Challenge the Gap Hub)

Strategic Planning Tool

2026/27 Academic Year | End Date: 31 March 2027

FUNDING	REACH	PRIORITY	MODEL
£17,500	Up to 10 Southwark Schools	Raising Attainment and Closing the Gap	Peer-to -Peer

1. Context Summary

Challenge the Gap is one of two partnership hubs set up by Southwark Education Partnership (SEP). It responds to an identified need for co-designed and evidence-informed improvement models for practitioners and leaders that draws on expertise within education settings to improve education outcomes for our children and young people in Southwark.

A grant of £17,500 has been awarded by RISE to deliver a specific initiative which will form one part of the Challenge the Gap Hub delivery. This initiative could be delivered by a lead from a different school, appointed by the Challenge the Gap Hub Lead. It is designed to support up to 10 schools to focus on strengthening pedagogical approaches in English and narrow attainment gaps.

The initiative directly aligns with the Universal RISE national priority for raising attainment in English. It also supports mainstream inclusion through high-quality and adaptive teaching for vulnerable learners. It supports the SEP's system-improvement ambitions through school-to-school collaboration, shared responsibility and professional learning

2. Delivery Tool

Objective and alignment	Activities / outputs	Operational lead	How activity will be measured	Intended impact	Timing / review
1. Raising attainment for all					
RISE: Raising attainment in English	Commission 2 full-day and 4 half-day evidence-informed CPD sessions on reading and writing teaching	Delivery: External Trainer Consultant (ETC) QA: External Trainer Consultant (ECT) and Hub Appointed Lead (HAL)	Baseline, mid-point and final monitoring through self-evaluation with QA from HAL and ETC	Strengthened reading and writing teaching	October 2026 Baseline December 2026 Midpoint March 2027 Final
SEP: Improved outcomes for CYP's	Use assessment diagnostically to identify fluency, vocabulary and comprehension barriers (QFT) using purchased texts and assessments	Delivery: External Trainer Consultant (ETC) using purchased texts and assessments QA: External Trainer Consultant (ECT) and Hub Appointed Lead (HAL)	Baseline, mid-point and final attainment assessments from participant teachers with QA from HAL and ETC	Improved fluency, vocabulary and comprehension from baseline	October 2026 Baseline December 2026 Midpoint March 2027 Final
2. Narrow the gap for vulnerable pupils					

Objective and alignment	Activities / outputs	Operational lead	How activity will be measured	Intended impact	Timing / review
RISE: Adaptive teaching	Identify precise reading and writing barriers for targeted vulnerable pupils and implement targeted adaptive and pupil premium teaching strategies through 2 bespoke consultancy visits per participant schools	Delivery: Hub Appointed Lead (HAL) Education Improvement Consultant (EIC) QA: Hub Appointed Lead (HAL) Education Improvement Consultant (EIC)	Baseline, mid-point and final target pupils reading and writing assessments, self-evaluated by participant teachers Baseline and final self-evaluation audit of participant teachers' adaptive strategies in teaching	Targeted pupils make stronger progress in identified areas from baseline Improvement noted in pupil's achievement in books	October 2026 Baseline December 2026 Midpoint March 2027 Final
SEP: Equity and improved outcomes for vulnerable learners	Share and adapt evidence-based Pupil Premium (PP) strategies that narrow the gap through structured professional practice visits to observe evidence-based practice in action.	Delivery: Hub Appointed Lead (HAL), Education Improvement Consultant (EIC) QA: Hub Appointed Lead (HAL) Education Improvement Consultant (EIC)	Participant teachers self-evaluate baseline and final quality of teaching through provision reviews and consultancy visits by EIC Participant teachers measure vulnerable pupils baseline and final assessment data and attainment gaps	Improvement in pupil engagement in lessons as seen in lesson visits Vulnerable pupils make strong progress and attainment gaps close.	October 2026 Baseline March 2027 Final

Objective and alignment	Activities / outputs	Operational lead	How activity will be measured	Intended impact	Timing / review
3. Strengthen pedagogical approaches					
RISE: High-quality and adaptive teaching SEP: Shared practice – peer collaboration	Develop and embed a shared evidence-informed instructional framework across participating hub schools	Delivery: Hub Appointed Lead (HAL), Education Improvement Consultant (EIC) QA: Hub Appointed Lead (HAL) Education Improvement Consultant (EIC)	Baseline and final observations of agreed approaches from participant school senior leads Participant teachers will jointly evaluate baselines and final work to measure consistency and implementation of agreed pedagogical approaches	A shared instructional framework is in active use and evidence-informed approaches become more consistent across schools within the Challenge the Gap Hub Collaborative enquiry is strengthened	October 2026 Baseline March 2027 Final
	Joint lesson study and instructional coaching to refine practice and share effective pedagogy	Delivery: Hub Appointed Lead (HAL), Participant Schools Senior Leads QA: Participant School Senior Leads	Participant Schools Senior Leads will have baseline and final internal coaching records, lesson-study evaluations and follow-up observations of participant teachers.	Identifiable changes in teaching practice Successful embedding of approaches across hub schools	October 2026 Baseline March 2027 Final

3. Roles and governance

Role	Core accountability	Minimum operating requirement
Challenge the Gap Hub Lead	Strategic oversight, alignment to SEP, challenge and grant assurance.	Review delivery, participation, risks, finance and emerging impact at agreed checkpoints.
RISE Initiative Appointed Lead	Day-to-day accountability for mobilisation, coordination, quality, evidence and reporting to the Challenge the Gap Hub Lead.	Coordination of initiative, maintaining of strategic plan, budget tracker and gathering evidence of impact and evaluation of initiative from participants
External Trainer/Consultant	Deliver evidence-informed CPD and contribute specialist quality assurance.	Provide agreed materials, delivery records and clear recommendations for practice.
External Improvement Consultant	Deliver evidence-informed bespoke consultancy and contribute specialist quality assurance.	Provide agreed materials, delivery records and clear recommendations for practice.
Participant School Senior Leaders	Enable participation, nominate staff, ensure implementation and monitor impact of their staff's progress.	Protect release time, oversee use of learning and submit evidence at checkpoints.
Participant Teachers	Apply learning, assess pupils, refine provision and contribute evidence.	Complete baseline, midpoint and final measures, retain work samples and record practice changes.

4. Budget control: £17,500

Resources	Basis	Autumn 2026	Spring 2027	Total
CPD	2 full days at £500 plus 4 half-days at £250	£1,000	£1,000	£2,000
Texts and assessment resources	Fixed-price purchase	£1,250	£1,250	£2,500
Bespoke consultancy	2 half-day visits for each of 10 participating schools	£2,500	£2,500	£5,000
Structured professional visits for evidence-based best practice	10 visit days at £300	£1,500	£1,500	£3,000
Supply cover for CPD, professional visits	20 release days at £250	£2,500	£2,500	£5,000
TOTAL		£8,750	£8,750	£17,500

- No commitment should be made without confirming budget availability and eligible grant purpose.
- The Hub Lead should maintain actual, committed and forecast expenditure by activity and term.
- All invoices, claims and cost calculations should be indexed to the relevant activity and retained with delivery evidence.