



Walsall

Priority Education Investment Area

Overview of programs and Delivery Partners

Walsall PEIA Local Partnership Board members



Dame Mo Brennan,
Chair



Colleen Male,
Walsall LA



Sharon Kelly,
Walsall LA



Max Vlahakis
Schools Forum / Cadmus



Karl Rogerson
Billesley Research School



Dawn Dandy,
DFE WM



Dan Parkes,
The Mercian Trust



Dawn Haywood,
Windsor Academy Trust



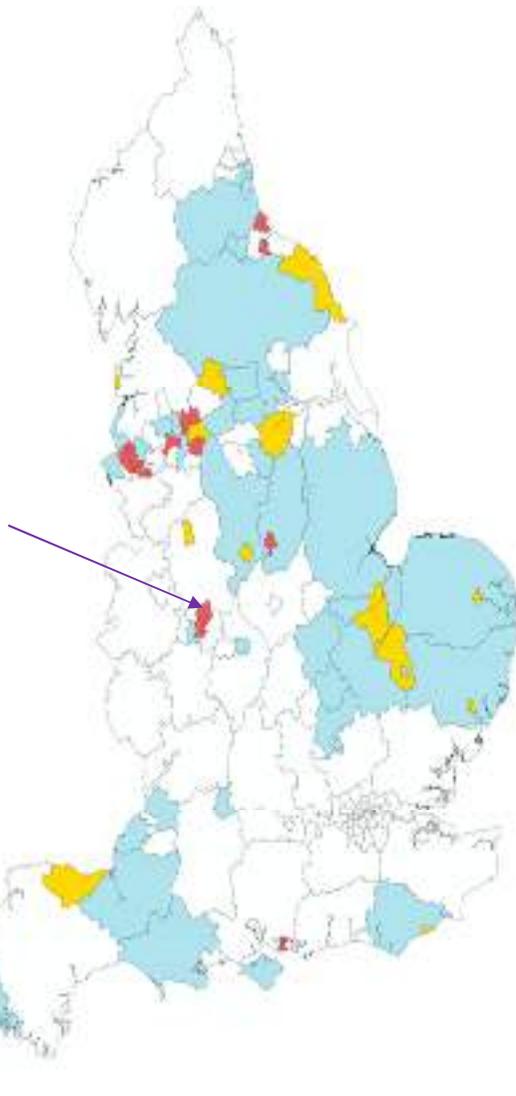
Justine Lomas
Archdiocese (Catholic)



Mark Davis
Diocesan Board (C of E)

The why, what and when

Walsall



Priority Education Investment Areas are areas that have been selected based on low attainment and high rates of disadvantage.

The core EIA offer: Intervention in 2RI+ schools, Trust Capacity Funding, Levelling up Premium, Connect the Classroom (RI and inadequate schools).

The additional PEIA offer: Local needs fund, CEO Development Programme, Connect the Classroom (at schools).

Local Needs Funding for Walsall PEIA is £2.7 million. The programme will run until March 2025.

Our priorities for Walsall are:

- Raising attainment in English (KS2 and KS4)
- Raising attainment in Maths (KS2 and KS4)
- Oracy (including SEND / SLCN / work with family hubs and stronger practice hubs)

Getting into the detail: The focus

Our focus is to work with school leaders to understand challenge and improve outcomes for Walsall pupils in:

- Oracy and SEND
- KS2 English
- KS4 English
- KS2 Maths
- KS4 Maths
- Metacognition and self-regulation



Metacognition and self-regulation



Impact (months) ⓘ

+7 months

Metacognition

'Is about the ways learners monitor and purposefully direct their learning'

For example, having decided that a particular cognitive strategy for memorisation is likely to be successful, a pupil then monitors whether it has indeed been successful and then deliberately changes (or not) their memorisation method based on that evidence'.

Self-regulation

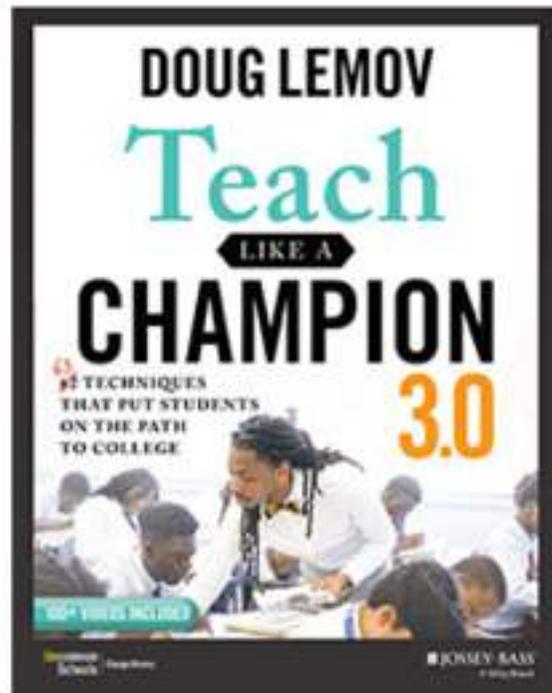
Cognition, metacognition and motivation

'The extent to which learners are aware of their strengths and weaknesses and the strategies they use to learn. It describes how they can motivate themselves to engage in learning and develop strategies to enhance their learning and to improve'.

METACOGNITION AND
SELF-REGULATED LEARNING
Guidance Report



Metacognition and self-regulation



Our mission is to dramatically improve teaching through the study of exceptional teachers. By sharing what we learn, we aim to help schools create classrooms that are radically better for children, especially in communities where systemic inequalities and discrimination have left students with limited access to high quality education.



Teach Like a **CHAMPION**®

Metacognition and self-regulation



The aim / purpose

The aim of this strand is to improve teacher and learner effectiveness with a focus on developing metacognition and self-regulation to improve student outcomes at KS2 and KS4 with a focus on English and maths.

Who for?

20 schools across Walsall LA



KS2 English

Raising Attainment at KS2 in Writing



MANOR
MULTI ACADEMY TRUST



MANOR
TEACHING SCHOOL HUB
*Proudly serving South Staffordshire,
Walsall and Wolverhampton*

KS2 English

► Our overall aims:

To support 20 schools, improve outcomes in writing at KS2 overall and to close the attainment gap in writing for disadvantaged learners.

To leave each school with sustainable structures, systems and processes that will leave a legacy of strong T&L of writing across KS2 so improvement continues beyond the project.

KS2 English



Programme is constructed drawing on EEF research base: Strand 4 and 5 EEF Improving Literacy at KS 2 guidance:

Strand 4

Teaching writing composition strategies through modelling and supporting practice

Strand 5

Developing pupils' transcription and sentence construction skills through extensive practice

<h1 style="font-size: 2em; margin: 0;">4</h1> 	<p>Teach writing composition strategies through modelling and supported practice</p> <ul style="list-style-type: none"> • Writing can be thought of as a process made up of five components: <ul style="list-style-type: none"> — planning; — drafting; — revising; — editing; and — publishing. • Effective writers use a number of strategies to support each component of the writing process. For example, planning can be improved through the strategy of goal-setting. Describe and model how, when, and why pupils should use each strategy, support pupils to practice with feedback, then gradually reduce support as pupils increasingly use the strategies independently. • Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes.
<h1 style="font-size: 2em; margin: 0;">5</h1> 	<p>Develop pupils' transcription and sentence construction skills through extensive practice</p> <ul style="list-style-type: none"> • Fluent writing supports composition because pupils' cognitive resources are freed from focusing on handwriting, spelling, and sentence construction and can be redirected towards writing composition. Extensive practice, supported by effective feedback, is required to develop fluent transcription skills. • Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting. • Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques.

KS2 English

- ▶ A 4 term support and development programme
- ▶ Launch event for School Senior Leader, English Leader, Governor or Trust Leader
- ▶ English leads Leaders live programme (7 sessions) based around live observations of outstanding practice of effectively teaching writing across KS2
- ▶ KS2 teacher programme online twilights (7 sessions run several times)
- ▶ 3 Specialist Leader days in school timed strategically for maximum impact, working alongside English Leaders/ SLT to ensure ownership and skills transfer:
 - ▶ Joint analysis and diagnosis
 - ▶ Planning for CPD across KS2 Teachers
 - ▶ Assessment and Moderation materials
 - ▶ Planning models
- ▶ Digital materials inc. classroom video to support cultivation of high-quality teaching of writing

KS2 English



KS2 English - Benefits

- ▶ Involvement of experienced SLEs with deep literacy expertise
- ▶ Learning journey tailored to the needs of your school through the joint analysis and diagnostic activities
- ▶ Programme design supports the Leaders to gain the understanding and supports their ability to implement across their own school
- ▶ Teacher sessions can be made available to all or a selected audience from your school
- ▶ Designed to take account of workload implications
- ▶ Opportunity to see great practice
- ▶ Building a support network across the 20 schools on the programme



KS4 English

28TH SEPTEMBER 2023



Shannon Bull
English Specialist



David Lowbridge-Ellis
Director of
School Improvement



Lynsey Draycott
CEO



Jodie Till
Deputy Director of
School Improvement



AIM

IMPROVE ENGLISH GCSE OUTCOMES IN THE SHORT TERM (2024, 2025) AND SUSTAIN THESE IMPROVEMENTS INTO THE FUTURE.

OUR STARTING POINT

HAVING GREAT TEACHERS DOES NOT ALWAYS CORRELATE TO PUPILS ACHIEVING GREAT OUTCOMES.

WE WILL SUPPORT WHEREVER YOU NEED US

**STRATEGY + CAPACITY + PACE
= IMPROVEMENT**

Our school improvement experience has affirmed that excellent practice exists in all schools, wherever they are in their improvement journeys. There will doubtless be many excellent English practitioners in the schools involved who will be able to bolster everything Matrix is bringing to the project, adding capacity to the project team.

Stronger English outcomes do not happen in isolation

Where appropriate, we can provide support with:

- Improving reading and writing – common approaches to reading, writing and intervention (at KS3 and KS4)
- SEND
- Behaviour
- Data

Solving persistent problems together

OPEN TO LEARN

HIGH-CANDOUR – GOING BOTH WAYS

WE ARE AVAILABLE – 'NO ISSUE IS TOO SMALL'

A blue bowling ball is positioned in the foreground on a wooden bowling lane. The lane extends into the distance, where several bowling pins are visible at the end of the lane. The background is slightly blurred, emphasizing the ball in the foreground.

**'Implementation
is a process, not
an event'**

Phase Overview

**Phase 1
Explore**

Autumn 2023



**Phase 2
Prepare**

January - March
2024



**Phase 3 & 4
Deliver and Sustain**

Summer 2024 until end
of Spring 2025 (3 terms)

Explore Phase

Autumn 2023: 2 days per school

24

Step 1

Preparation
for the visit

Step 2

Curriculum
Conversations

Step 3

Implementation
and impact

Step 4

Feedback
and
feedforward

Prepare Phase

Spring 2024: 3-4 days per school

Collaborate with leaders to implement bespoke action plans for each school.

Study visits.

Face to face CPD (with remote option where appropriate).

Bespoke CPD opportunities for each school

- ▶ English Language and Literature common approaches
- ▶ KS3 and 4 curriculum and assessment packages
- ▶ Subject knowledge and pedagogy
- ▶ Leader coaching
- ▶ Teacher coaching
- ▶ Support with data analysis and intervention
- ▶ Masterclasses (7-9, 4-5)
- ▶ Resources to support intervention

Deliver Phase

Summer 2024 onwards.
3 terms.

Minimum of 1.5 days per school each term.

Monitor plans, adapting where required.

Additional CPD.

Further study visits if required.

Final conference

'No issue is too small'

WalsallEnglish@matrixacademytrust.co.uk

Email goes directly to Matrix project team who will respond within 24 hours
(Monday to Friday)

CEOs and headteachers will have direct contact
phone number of project lead

Funded by



Department
for Education

ENGLISH HUBS

St John Bosco National English Hub

Aims of the English Hub Programme

2023-2024

Aims of **The English Hub** Programme

Key priority:

To improve outcomes in early reading

Delivered through 3 key objectives:

- Excellent teaching of early reading through systematic synthetic phonics
- Closing the word gap- excellent teaching of early language
- Encouraging a love of reading among your pupils

Teachers to support teachers

Literacy Specialist are fully trained in supporting and coaching all teaching staff.

Tiers of Support

1. **Early Reading Event**- 2 hours online event
2. **2-Day Audit** 1 day in school 1 day online
3. **CPD Training** sessions delivered online, we offer sessions representing the 3 aims of the English Hub Programme, TSRC Transforming you Reading Culture and Early Language both accredited DfE courses and each Hub can also offer training, webinars and conferences.
4. **Partner School**- Following the Audit you can receive Intensive support days that is bespoke to your school.
5. **Funding** available. The English Hub will decide which funding resources you will receive, English Hub or Accelerator Funding.

Accelerator Funding for English 2023-2024

The Accelerator Fund for English in 23/24 has been devised to ensure that all schools can apply for funding to purchase and embed a Systematic Synthetic Phonics (SSP) programme.

The following state funded schools are eligible for Accelerator Fund intervention in 23/24:

Infant schools

Primary schools

Junior schools

Special schools (Primary)

Pupil Referral Units with primary school aged children.

Please contact Marie Powell marie.powell@st-johnbosco.sandwell.sch.uk

Funding available

All courses are FREE to attend.

You can claim attendance fee for HT and RL to attend the online Early Reading Event of £80 per person (Max of 2 people per school)

You can claim £100 for releasing your Reading Leader to cover supply costs for Audit day in school.

You can claim £150 per day for Intensive Support to cover supply costs for releasing your Reading Leader.

A few comments from schools that have graduated the programme.

I'd like to thank you on behalf of all at Stanley Road for the support that you have given us with Early Reading and phonics. We had Ofsted in last week and they were very complimentary about it.

Thank you so much for all of the support you and Mel have provided us with this year, it has honestly been an invaluable experience. Our children and staff have gained tremendously and we really look forward to building on what we have created at Villiers.

I am SO proud of all that our team has achieved! Your support and guidance have been outstanding, We have all learned so much from this process and your support and I would like to say the biggest THANK YOU to you and to our fabulous team.

We are very happy with support we have received and the positive impact it has had on both our teaching of phonics and our phonics outcomes. Thanks again for everything, it has been a great experience.

KS2 Maths Standard, Enhanced and Intensive offers



Primary Teaching for Mastery Work Groups focus on school-wide development

- Mastering Number Reception/KS1 (NCP23-07a) – Register Here
- Readiness (NCP23-08) – Register Here
- Development (NCP23-09) – Register Here
- Years 5-8 Continuity (NCP23-19) - Register Here



SKTM Programmes

focus on individual practitioner development

- Early Years Teachers (NCP23-25) – Register Here
- Primary Teachers (NCP23-26) – Register Here
- Primary TAs (NCP23-27) – Register Here
- Primary ECTs Phase 1 (NCP23-28a) – Register Here
- Primary ECTs Phase 2 (NCP23-28b) - Register Here

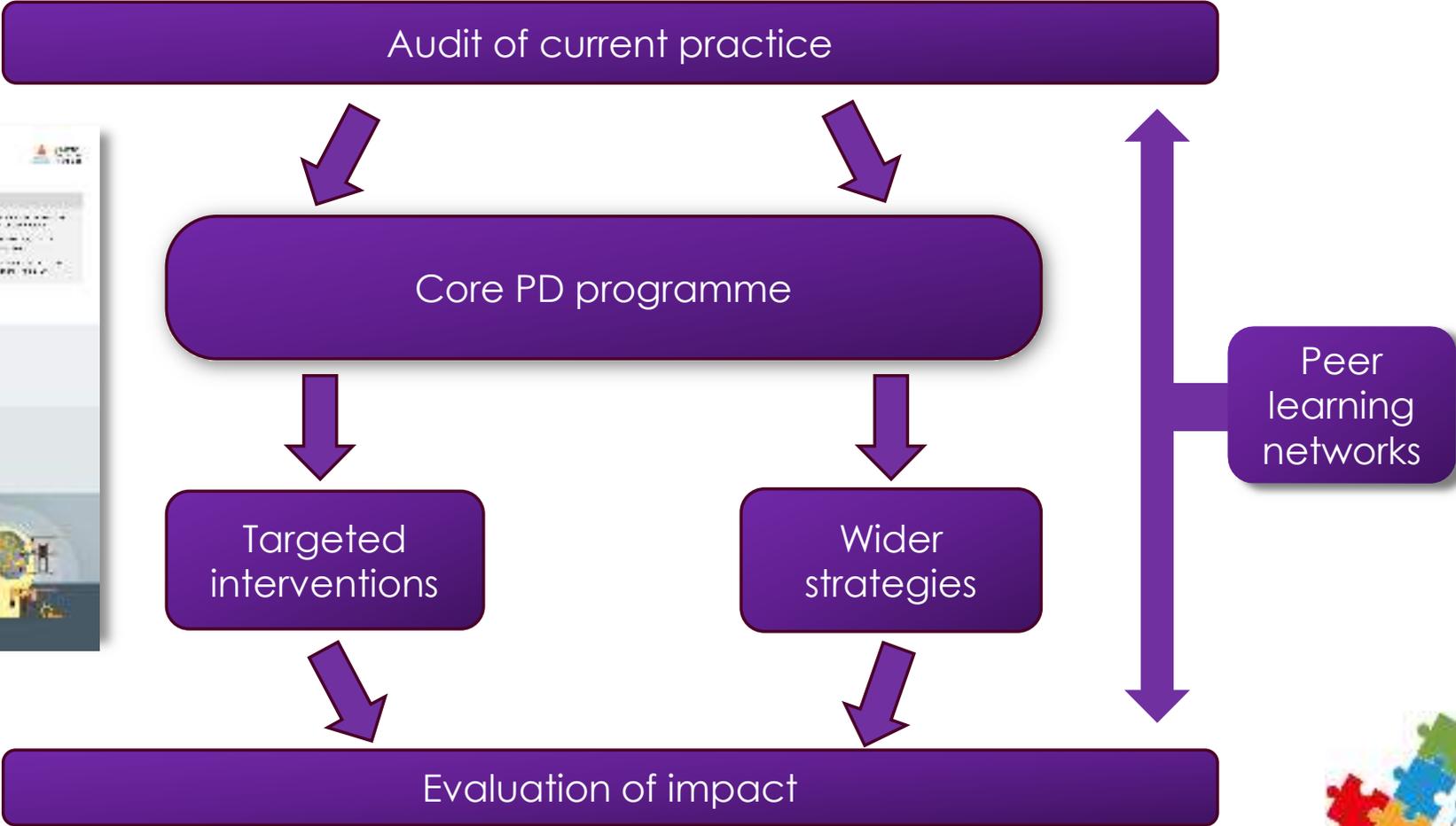
Enhanced and Intensive offer will be bespoke and depend on the need of the individual school

KS4 Maths: Standard, Enhanced and Intensive offers

		<p style="text-align: center;">Secondary Work Groups Focus on school-wide development</p> <ul style="list-style-type: none"> • Mastery Development (NCP23-12) – Register Here • Years 5-8 Continuity (NCP23-19) – Register Here • Cross Phase – Supporting Low Attainers (NCP23-20) – Register Here
		<p style="text-align: center;">SKTM Programmes focus on individual practitioner development</p> <ul style="list-style-type: none"> • Secondary ECTs (NCP23-29a/b) – Register Here • Secondary Non-specialist Teachers (NCP23-30b) – Register Here • Secondary TAs (NCP23-32) – Register Here • SKTM (Core Maths Teachers – Post 16+) (NCP23-22) – Register Here
		<p style="text-align: center;">Professional Learning Communities focus on collaboration for continuous development</p> <ul style="list-style-type: none"> • Maths Subject Leaders Community (NCP23-15) – Register here • Maths MAT Leaders Community (NCP23-16) – contact mathshub@painsley.staffs.sch.uk

Enhanced and Intensive offer will be bespoke and depend on the need of the individual school

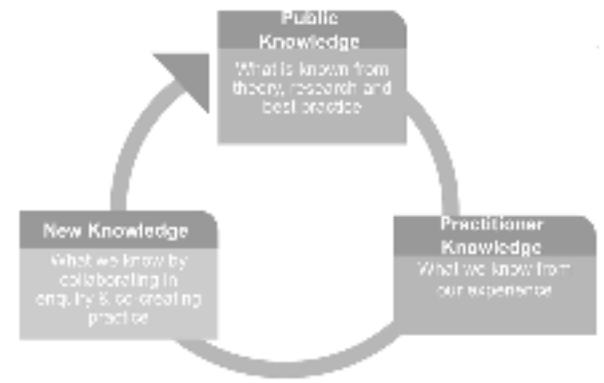
Billesley Research School : Oracy and SEND



Billesley Research School : Oracy and SEND

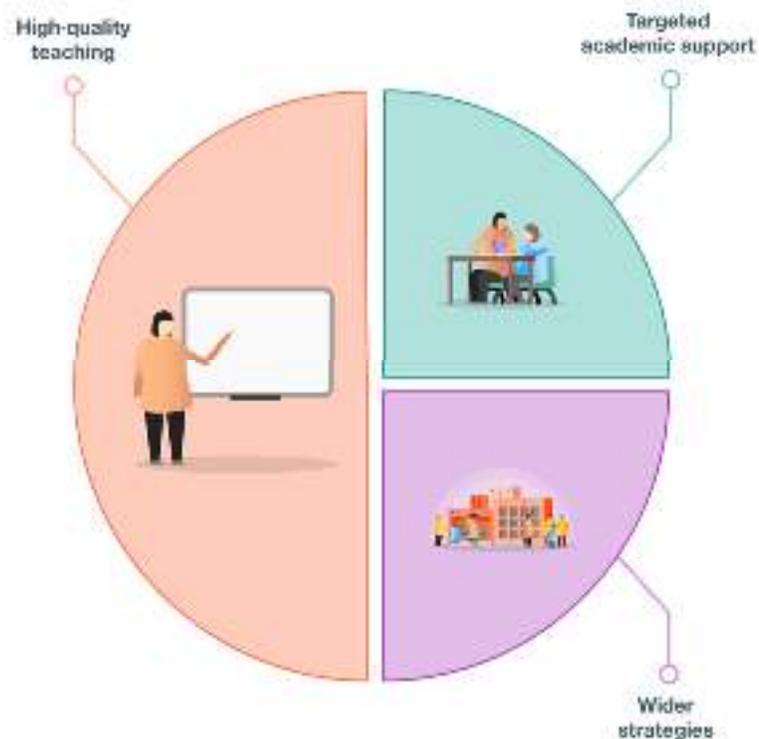


Co construction of knowledge



Billesley Research School : Oracy and SEND

A Tiered approach to School Improvement



Billesley Research School : Oracy and SEND

Making a difference for pupils with SEND

The 'Five-a-day' principle: High quality teaching benefits pupils with SEND



Oracy in the Early Years

The Oracy Framework

Use the Oracy Framework to understand the physical, linguistic, cognitive, and social and emotional skills that enable successful discussion, inspiring speech and effective communication.

Oracy Cambridge

Physical Skills - Hearing - Vision - Touch - Taste - Smell - Balance - Coordination	Linguistic Vocabulary - Expressions - Grammar - Spelling - Punctuation - Reading - Writing	Cognitive Skills - Attention - Memory - Reasoning - Problem Solving	Social & Emotional Skills - Confidence - Self-esteem - Resilience - Empathy - Teamwork - Leadership
		Skills - Listening - Speaking - Reading - Writing - Thinking	

Targeted Interventions



Parental Input:
Talk with Talkers with Children (TWITCH)
Audiobook series available on YouTube
Aimed at children aged 18 months - 36 months
Designed to help parents and carers develop their child's language skills and literacy
Aimed at children aged 18 - 36 months

An illustration of a parent sitting on the floor reading a book to three children.

Sign up now

Get both audiobooks for free with a free trial subscription.



Maths Mastery
Concept Cat
Self-paced Ed course
An online course of videos for a Concept Cat, which provides extra resources, including a community of teachers, to help you understand and master the concepts.
Aimed at children aged 10 - 11 years

An illustration of a teacher standing and talking to three students.

Sign up now

Get both audiobooks for free with a free trial subscription.

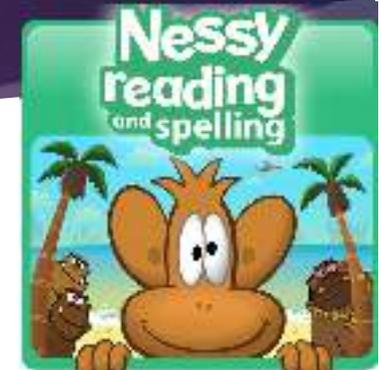


Early Years Conversation Project
Aimed at children aged 18 months - 36 months
Designed to help parents and carers develop their child's language skills and literacy
Aimed at children aged 18 - 36 months

An illustration of two children standing and talking to each other.

Sign up now

Get both audiobooks for free with a free trial subscription.



Billesley Research School : Oracy and SEND



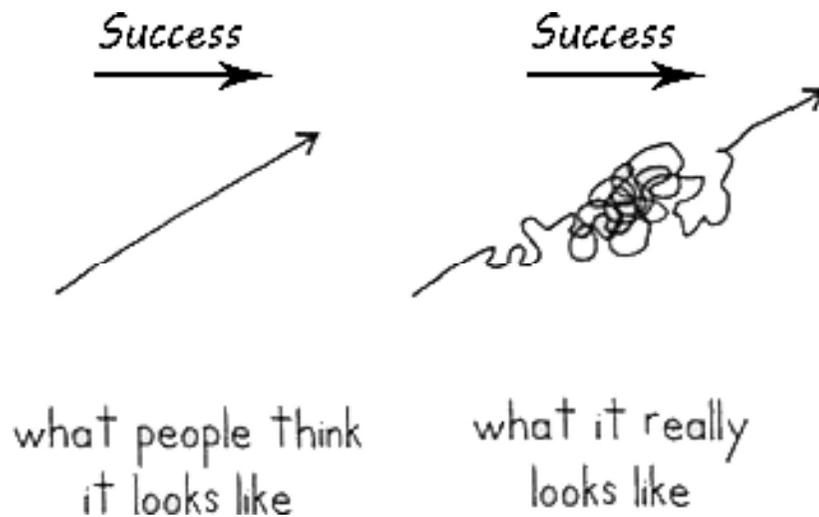
Billesley Research School : Oracy and SEND

Wider strategies

- EAL practitioner programme
- Philosophy for Children training programme
- Our creative partners programme
- Teaching assistant training programme
- EEF Learning Behaviours training programme



Billesley Research School : Oracy and SEND



“Change in education is easy to propose, hard to implement, and extraordinarily difficult to sustain.”

Hargreaves and Fink (2006) ‘Sustainable Leadership’