

24 February 2015

Feedback on reviews of Pupil Premium funding in schools.

Ward(s) All

Portfolio: Councillor B. Cassidy (Cabinet Member: Children and Young People)

Executive Summary:

The purpose of this report is to update Members on the outcomes of focused reviews in identified schools into the use and impact of Pupil Premium funding.

As part of the ongoing generic and bespoke support and challenge provided by school improvement officers, a series of focused reviews into the use and impact of Pupil Premium began in September 2014. Seven have been completed to date.

The report outlines the methodology for the school-based reviews, alongside the evidence base used to inform the judgements and recommendations for improvement. A detailed analysis of current and historic attainment and progress data is included in each review, with a compliance check to ensure that the school is meeting the statutory obligations regarding reporting pupil premium outcomes to parents via the website.

The report outlines a summary of the review findings to date, with some of the key recommendations for the schools concerned.

Members will wish to be aware that the Minister of State for Schools, David Laws MP, has written to the following schools to congratulate them on the improvement in the key stage 2 results of their disadvantaged pupils since 2011:

1. Butts Primary School
2. Hillary Primary School
3. Leighswood School
4. Pelsall Village School
5. Millfield Primary School

Reason for scrutiny:

Following the initial outline given to Members on 14 October 2014, when the ongoing reviews of Pupil Premium spending and impact were at an early stage, it was suggested that a report would be provided to the Children and Young People's Scrutiny and Performance Panel when interim feedback was available.

Similarly, it was agreed that the Walsall Pupil Premium Handbook for Schools would be circulated to Members (**Appendix 1**).

Recommendation:

To note progress to date.


Consultation:

During the last two academic years in particular, there has been ongoing dialogue and consultation with a range of stakeholder groups. In particular:

- Headteachers have been briefed on the issue at Director of Children's Services briefings.
- Schools have been involved in sharing their good practice informally in clusters and formally as part of a set agenda amongst other borough-wide priorities.
- Via 'The Link', schools are being asked to contribute case studies for sharing effective practice.


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Report

1. Rationale for the reviews

1.1. Pupil premium – why and how was it introduced?

- At the time of the introduction of additional funding for disadvantaged pupils three years ago, linked to their eligibility for Free School Meals (FSM), only a third of these learners nationally got at least 5 GCSEs at grades A*-C including English and maths, compared to 65% of their peers.
- The moral imperative was therefore to improve outcomes for disadvantaged learners and to narrow the attainment gap between them and their more affluent peers.
- The gap widens as pupils get older. (11% difference at the end of primary and 19% difference at the end of year eleven.)

1.2. Funding

- 2011 – 2012: £625 million at a rate of £488 per pupil.
- 2014 – 2015: £2.5 billion as follows:
 - £1300 per primary age pupil
 - £935 per secondary age pupil
 - £1900 for looked-after children, adopted children and care leavers.
- £50 million Early Years premium due in Spring 2015.

1.3. Ofsted expectations

- Since September 2014 there has been an increased focus on Pupil Premium spending during inspections, with forensic analysis of data to assess value for money and impact on improving pupil outcomes.
- Schools will not normally be judged outstanding if disadvantaged pupils are not making good progress.
- Governors are expected to know and have discussed the allocation of Pupil Premium funds and its impact
- Web-sites must show:
 - the Pupil Premium allocation for the current year
 - details of how this will be spent
 - details of how last year's money was spent
 - impact of spending on outcomes for the target pupils.

1.4. Ministerial interest in Walsall

- In March 2014 four Walsall primary schools were named in a letter of concern from the Rt Hon David Laws MP to Rose Collinson regarding their poor performance against Pupil Premium on the previous year's data.
- Following discussions with the four Headteachers, links were set up for them to see good practice across the borough and engage in one-to-one discussions to improve their provision

- In June 2014, following our response to the Minister of State for Schools, he acknowledged our plans and requested an update in due course.

2. Summary of actions to date

2.1 Pupil Premium Handbook for Walsall schools.

- Our Handbook was launched at a Headteacher briefing in November, alongside a formal presentation and sharing of good practice tips from the Headteacher of an outstanding school where data shows clear evidence of impact.
- The document includes: a summary of key national research evidence on the subject; Ofsted's current expectations; guidance for governors; case studies of good practice from schools beyond Walsall and other information designed to provide schools with the necessary documentation in one place.

2.2 Support for schools where Pupil Premium data needed significant improvement.

- Following a group meeting with the Director of Children's Services and Interim Head of Service in the summer term 2014, Headteachers of the focus schools were invited to engage with a school where practice was good or better.
- One to one peer support was then provided for each of the schools.

2.3 Pupil Premium reviews planned.

- A national model for reviewing Pupil Premium spend and impact was developed, with the tool being recommended in some cases by Ofsted following school inspection, where data suggested the need for improvement.
- National Leaders of Education and other accredited professionals undertook training to conduct the rigorous reviews as a charged-for service.
- In order to ensure consistency of practice and judgement, an external consultant and lead Ofsted inspector was engaged to conduct reviews in Walsall schools.
- Based on desk-top analysis of data, likelihood of imminent Ofsted inspection and other relevant factors, a number of primary schools were identified for early reviews and the schools notified.

2.4 Pupil Premium review methodology

- The external consultant conducts a lengthy school visit, supplemented by a rigorous analysis of data and other related documentation, including the last Ofsted report. Interviews are held with relevant senior staff.
- Information is gathered from a range of sources, including:
 - The school's own tracking data
 - Summative data, including Phonics screening and Early Years data
 - RAISE online
 - Discussions with senior staff
 - Review of the school's website to ensure compliance with current requirements
 - Review of the school's Self Evaluation documentation and Development Planning.
 - Governing body meeting minutes.

3. Summary of review findings

3.1 Strengths identified through the reviews

- Academic progress of the target pupils is being closely monitored in most of the schools reviewed.
- Progress meetings are being used to identify underperformance of Pupil Premium pupils, so that intervention activities can be swiftly implemented.
- Systems for the allocation of Pupil Premium spending are generally clear.
- Governors generally know about Pupil Premium spending and this is evident in Governing Body minutes (but see 3.2 below).

3.2 Areas for further development

- Overall attainment of Pupil Premium pupils remains below that of their peers and below the national average, although the gap is closing in some of the schools reviewed.
- Attendance of Pupil Premium pupils remains below that of their peers, although there are improvements in some schools.
- Although governors have knowledge of Pupil Premium spending, this is often limited and they are generally not clear enough of the impact that this spending is having on outcomes.
- There is insufficient evidence to show that the wider staff in schools are aware of the Pupil Premium agenda and are working towards reducing inequalities for the identified cohort.
- Web-sites in some of the schools visited were not fully compliant with current requirements at the time of the review. Omissions tended to be around the impact of previous spending.

4. Next steps:

- Following publication of the findings of the early reviews, desk-top analyses of all school web-sites was conducted by the School Improvement team to check for compliance.
- Further reviews of Pupil Premium spend and impact are planned throughout the Spring term to identify good practice for sharing and to provide guidance on areas for further development.
- The Pupil Premium Handbook is now available to schools via 'The Link' (electronic communication with schools)
- Schools are being asked to provide case studies of their practice to contribute towards a Walsall Directory of Good Practice.
- Schools in Walsall recently highlighted by the Department for Education as having the data to evidence their good practice in this area are being urged to share their practices via case studies.
- Three primary schools are involved in the early stages of a peer review project supported by the National Association for Headteachers.



Walsall Council

Children's Services

PUPIL PREMIUM GUIDE FOR WALSALL SCHOOLS

*WalsALL heading
for excellence!*

Sharing good practice

Walsall Local Authority has a commitment to supporting schools to share good practice. In order to do this we would appreciate it if schools could complete a case study, giving details of the teaching approaches chosen and the impact they have on the targeted pupils. A proforma is provided in Appendix 3.1.

Completed case studies should be submitted to: Jane Bonner bonnerj@walsall.gov.uk

vs. 2 November 2014

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INTRODUCTION

The vision underpinning the priorities in our School Improvement Strategy 2014-2016 is that:

- *All our children and young people will experience a good or outstanding education*
- *We will all work to raise aspirations, raise expectations and raise achievement throughout the learning community of Walsall, and*
- *Every learner will develop world class aptitudes, qualifications and skills for employability and life.*

Walsall's Strategy, launched in January 2014, sets out the priorities for school improvement across the borough and is based on contributions from Headteachers, Governors, local authority officers and many others who are determined to confront and overcome the challenges that we currently face, as Walsall was ranked 112th amongst 152 LAs at the time the Strategy was launched. Although this showed an improvement from 124th in the previous year, the need to make further improvements is clear.

The Pupil Premium was introduced by the coalition government in 2011 to:

- Improve outcomes for disadvantaged learners
- Narrow the attainment gap between them and their more affluent peers.

'No country that wishes to be considered world class can afford to allow children from poorer families to fail as a matter of course.'

Prime Minister and Deputy Prime Minister

Since 2011, schools have been free to use their Pupil Premium funding as they see fit, whilst being held to account for the impact of that additional resource by Ofsted.

In Walsall, we are determined to identify and share the good practice that exists, so that the life chances of some of the most vulnerable young people can be maximised.

Special thanks to Barr Beacon for their willingness to share the practical strategies employed there with a number of our primary schools in response to concerns about underperformance at Key Stage 2 expressed by the Minister of State for Schools .

Just consider....

The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1½ years' work of learning with very effective teachers, compared with ½ year with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.

Mckinsey, Sutton Trust

PUPIL PREMIUM AND OFSTED

Three reports have been produced by Ofsted since 2011:

- 'The Pupil Premium' (September 2012)
- 'How schools are spending the funding successfully to maximise achievement' (February 2013) (Ref. No. 130016)
- 'The Pupil Premium: an update' (July 2014) (Ref.No. 140088)

The July 2014 report was based on evidence from 151 inspections, review of 1,600 inspection reports and national performance data. **Key findings are listed below:**

- In some schools it was clear to inspectors that the spending was not all focused on the needs of the specific groups for whom it was intended
- The most frequent use of Pupil Premium funding is to pay for additional staff, including teachers and teaching assistants, who deliver one-to-one support and small group tuition, typically focused on English and maths.
- There is little difference in the types of spending reported on in the best schools compared with those that are judged as requires improvement or inadequate. **The major differences are the extent to which leaders ensure that the funding is very carefully targeted at the types of activities that best meet the needs of their pupils, and the rigour with which these activities are monitored, evaluated and amended.**
- In 151 reports analysed throughout 2013, there was an association noted between the overall effectiveness of the school and the impact of the Pupil Premium. Routinely, good and outstanding schools target interventions forensically and have robust tracking systems in place to establish what is making a difference and what is not.
- **In the best schools, governing bodies are more aware of their role** in monitoring the use of Pupil Premium funding and share a strong commitment with staff to do everything possible to remove barriers that might hinder learning.
- The best leaders ensure that additional adult support is of high quality and that pupils eligible for Pupil Premium funding have access to the best teachers and are supported by skilled and well-trained additional adults. These schools ensure that the work of additional adults is closely monitored and thoroughly evaluated.

USING EVIDENCE OF WHAT WORKS

The primary tool in any school for raising standards is high quality teaching and learning, but there is a growing body of evidence to show which strategies are having the most impact on narrowing the gap. The most successful schools are aware of this evidence and use it when formulating their plans.

International research shows that excellence and equity in student performance are less related to spending levels than to how resources are allocated:

'Equity, Excellence and Inclusiveness in Education Policy: Lessons from Around the World' (OECD – Andreas Schleicher 2014)

Evidence from research in the UK mirrors these findings.

Since February 2012 the **Education Endowment Foundation (EEF)** has awarded **£42m** to 85 projects – involving over 3,800 schools and 600,000 pupils.

In 2013, the EEF was named with The Sutton Trust as the government-designated 'What Works' centre for improving education outcomes for school-aged children.

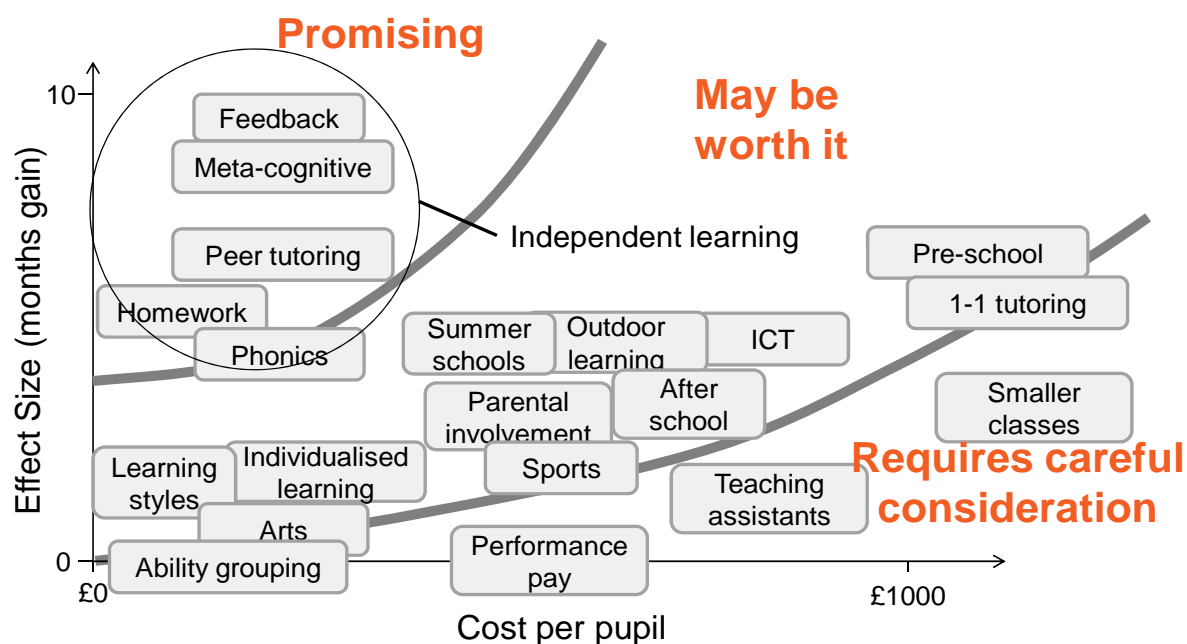
The **EEF teaching and learning toolkit** provides accessible evidence and advice on the effectiveness of a range of approaches. Sample pages from the toolkit are provided below. <http://educationendowmentfoundation.org.uk/toolkit>

The Toolkit is a starting point for making decisions



Feedback	£££££	★★★★★	+8	Sports participation	£££££	★★★☆☆	+2
Meta-cognition and self-regulation	£££££	★★★★★	+8	Arts participation	£££££	★★★★☆	+2
Peer tutoring	£££££	★★★★★	+6	Extended school time	£££££	★★★☆☆	+2
Early years intervention	£££££	★★★★★	+6	Individualised instruction	£££££	★★★★☆	+2
One to one tuition	£££££	★★★★★	+5	After school programmes	£££££	★★★☆☆	+2
Homework (Secondary)	£££££	★★★☆☆	-5	Learning styles	£££££	★★★★☆	+2
Collaborative learning	£££££	★★★★★	+5	Mentoring	£££££	★★★☆☆	-1
Phonics	£££££	★★★★★	+4	Homework (Primary)	£££££	★★★★★	-1
Small group tuition	£££££	★★★☆☆	+4	Teaching assistants	£££££	★★★☆☆	0
Behaviour interventions	£££££	★★★★★	+4	Performance pay	£££££	★★★☆☆	0
Digital technology	£££££	★★★★★	+4	Aspiration interventions	£££££	★★★★☆	0
Social and emotional aspects of learning	£££££	★★★★★	+4	Block scheduling	£££££	★★★☆☆	0
Parental involvement	£££££	★★★☆☆	+3	School uniform	£££££	★★★☆☆	0
Reducing class size	£££££	★★★☆☆	+3	Physical environment	£££££	★★★★☆	0
Summer schools	£££££	★★★☆☆	+3	Ability grouping	£££££	★★★★☆	-1

Overview of value for money



Such research is helpful in encouraging schools to consider possible approaches to narrowing the gap between disadvantaged pupils and the rest, but should always be considered in the context of the specific setting. It is unlikely that lifting a strategy from one school and using it elsewhere will have the same impact, because the context and method of implementation will be different.

An example of a strategy in the 'requires careful consideration' section of the above diagram is **teaching assistants**, and this finding caused great debate when the findings were first published. Rather than demonstrating that TAs do not have an impact on raising standards, the report showed that too many TAs were poorly trained, led and managed, thus limiting the impact that they could have on outcomes. Recent evidence from EEF supports the view that quality, well trained and carefully deployed TAs have a highly positive impact. (See page 20 for further information.)

The National Education Trust has put together a checklist for schools to use when considering the deployment of TAs. The full list is available in '*A Practical Guide to the Pupil Premium*' (Marc Rowland, 2014 for NET), but below is a selection to consider:

- ✓ Are TAs appraised regularly?
- ✓ Are there opportunities for joint planning?
- ✓ Has the school seen good practice resources & case studies on TA deployment?

It is no longer acceptable to use a child's background as an excuse for underachievement. The challenge for schools is to make a difference. Schools know and try to do this; some are more successful than others.

'Twenty Outstanding Primary Schools Excelling Against the Odds' (2009) OFSTED

Whole school strategies might include:

- ✓ Consistently high quality teaching and learning across the school, supported by strong CPD and coaching
- ✓ Engaging and relevant curriculum, personalised to pupil needs
- ✓ Forensic pupil level tracking, assessment and monitoring
- ✓ Effective reward, behaviour and attendance policies
- ✓ Inclusive and positive school culture
- ✓ Effective senior leadership team, focused on Pupil Premium impact

Targeted strategies for under-achieving pupils might include:

- ✓ Early and targeted learning interventions
- ✓ One to one support and other 'catch-up' provision
- ✓ Rigorous monitoring and evaluation of impact of targeted interventions
- ✓ Targeted parental engagement
- ✓ In-school dedicated pastoral and well-being support and outreach
- ✓ Development of confidence and self-esteem through student mentors, sport, music, etc..

Targeted strategies for FSM pupils might include:

- ✓ Incentives and targeting of extended services and parental support
- ✓ Subsidising school trips and residential experiences
- ✓ Interventions to manage key transitions between stages / schools
- ✓ Dedicated senior leadership champion.

Three rules of thumb



WHAT THE RESEARCH TELLS US - FEEDBACK

Feedback is the process through which pupils understand how well they are doing. It can be written and oral. However, for it to effectively raise achievement research has shown that it should be related specifically to the learning and processes undertaken.

Studies on feedback strategies indicate high levels of impact on learning in both primary and secondary settings. With an effect size of 0.73 and a potential gain of nine months, it provides the highest impact for lowest cost of all the approaches considered by the Sutton Trust. One study even estimates that the impact of rapid feedback on learning is 124 times more cost effective than reducing class sizes.

However there is a significant challenge in making it work efficiently in the classroom and ensuring consistency. Significant professional development may be necessary.

Feedback is most effective when:

Learning is challenging and the feedback is about challenging tasks or goals which have been clearly explained. In most cases teachers would link the learning intention of the lesson or series of lessons to the feedback.

It is given sparingly. Constant feedback is less effective than targeted, meaningful feedback.

It is developmental. Feedback which highlights what is wrong does not improve attainment effectively.

It demonstrates improvement. Feedback which compares what a pupil is doing right now with what they have done wrong or misunderstood in the past focuses the pupil on the learning process.

It is formative. Summative feedback (e.g. marks, grades or levels) has been found to have a negative impact on motivation and ultimately on achievement when compared to formative comments linked to learning intentions and success criteria.

It is encouraging. Effective teachers are aware of the emotional impact that feedback has, strive to raise self-esteem and motivation and avoid comparisons to other pupils.

It is acted upon. When the opportunity is given during the lesson or series of lessons for the student and pupils to act upon the feedback they have received achievement of the learning intention is likely to be improved.

It is part of effective Assessment for Learning practice. Feedback is part of a whole school ethos where the principles of Assessment for Learning are central to teaching and learning.

See also 'Inside the Black Box: Raising Standards through classroom assessment' (2006), Paul Black and Dylan William The Association for achievement and Improvement through assessment (aaia) <http://www.aaia.org.uk>

Teaching and learning review tables to support self-evaluation are included in Appendix 2.1.

WHAT THE RESEARCH TELLS US - METACOGNITIVE AND SELF- REGULATION STRATEGIES

Metacognitive strategies are those classroom approaches which encourage students and pupils to be aware of their own learning. They sometimes promote cross-curricular learning skills such as enquiry or problem solving; aim to develop learning traits such as resilience or reflectivity or focus on teaching thinking skills such as creative thinking or evaluation. Self-regulation skills allow learners to manage their own motivation, thinking and reasoning.

Meta-analysis reports very high levels of impact with a potential gain of eight months in one year for very little cost. The Sutton Trust has found evidence that Metacognitive approaches are particularly helpful for lower achieving pupils and, though high impact is seen in primary schools, it tends to be even more effective with older students.

The costs of developing a 'learning to learn' environment are low.

Metacognitive and self-regulation strategies are most effective when:

- **They are made explicit.** Effective teachers model and explain the strategies being taught so that pupils and students understand what they are learning.
- **They are transferable.** The strategies are more effectively learned when they are taught, modelled and applied in a range of contexts and across the curriculum inside and outside of the classroom.
- **They are valued.** Children and young people pay more attention to learning skills when they understand why they are useful and they receive feedback related to the specific self-regulation skills they are learning.
- **They are part of the whole school ethos.** In effective schools the classroom culture and school ethos support the skills and dispositions and the Metacognitive strategies form the basis of the whole curriculum. Effective schools consider this when arranging the timetable, planning learning and choosing appropriate pedagogies.
- **Conditions for learning are right.** Effective teaching recognises that learning has both cognitive and affective dimensions and pays attention to motivation and self-

esteem. This includes developing positive and supportive relationships by creating conditions for learning which form the overall context within which a teacher's knowledge, understanding and skills are applied and learners' progress can be maximised.

- **Part of good home/school partnerships.** Home learning is valued and parents and carers know about school learning. Likewise, schools need to know about and value home learning and the richness and diversity of backgrounds, cultures and skills represented in the wider community.

WHAT THE RESEARCH TELLS US - PEER TUTORING / PEER-ASSISTED LEARNING

Peer tutoring/peer-assisted learning describes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. Learners can be arranged in same-age/same-ability groups or by pairing more advanced tutors with younger or lower-attaining tutees. Alternatively, in the collaborative or reciprocal learning, learners alternate between the role of tutor and tutee.

A common characteristic of peer tutoring/peer-assisted learning is that the learners take on responsibility for aspects of teaching. Peer tutoring promotes academic gains as well as social enhancement. Whilst there are many differing approaches and programmes available to primary and secondary schools, particularly for mathematics and reading, they all encompass a shared goal of creating self-managed learners with high self-esteem.

The evidence of impact is relatively high, with a potential gain of six months with apparent benefits for both the tutor and tutee. Furthermore, the collaborative learning aspect of the strategy encourages positive social interaction between students in a classroom. However, the research makes it clear that the approach should be used to supplement or enhance normal teaching, rather than to replace it. Therefore, it can be problematic to organise and run a programme within a teaching timetable, especially where more than one class or institution is involved.

Peer tutoring/peer-assisted learning strategies are most effective when:

- **Relationships are strong.** Where the tutor and tutee have mutual respect and feel happy and confident, an effective, learning dialogue is more likely to take place.
- **The environment is right.** A space where tutor and tutee both feel comfortable is necessary in order that they both feel confident to ask and answer questions. Ideally, it should be quiet and free from distractions.

- **Tutors are trained.** Tutors should have a clear format or structure to follow and understand the purpose and desired outcomes for the tuition. They need to be given strategies to engage their tutee and manage the learning effectively.
- **Outcomes are planned, communicated and evaluated.** Schools with effective peer-tutoring programmes have clear expectations about the purpose and outcomes of the tutoring which have been shared with the tutor, tutee and, where appropriate, parents and carers. Evaluation of progress toward the specific goals is made during and at the end of the programme to support next steps planning.

For further information; Paired Reading;

http://www.literacytrust.org.uk/resources/practical_resources_info

Paired Maths and Science;

<http://www.york.ac.uk/iee/research/t_peer_learning_paired_maths.htm>

WHAT THE RESEARCH TELLS US - EARLY YEARS AND PRE-SCHOOL INTERVENTION

The Field report in 2011 recognised the importance of the first years of a child's life in determining their future:

“We have found overwhelming evidence that children’s life chances are most heavily predicted on their development in the first five years of life. It is family background, parental education, good parenting and opportunities for learning and development in those crucial years that together matter more to children than money, in determining whether their potential is realised in adult life”

The Foundation Years: preventing poor children becoming poor adults, the Independent Review on Poverty and Life Chances (Frank Field December 2010)

We know that children's achievements in the Early Years last – there is a clear growth in performance at KS1 with every additional point achieved in the FSP. Most children who achieve a good level of development at age five go on to achieve the expected levels for reading at KS1, and they are five times more likely to achieve the highest level. Pupils who start off in the bottom 20% of attainment at age five are six times more likely to be in the bottom 20% at KS1 compared to their peers. (DfE 2010).

The Sutton Trust refers to the effectiveness of early years intervention in relation to access to early years education. Overall, the Sutton Trust found evidence which suggests early intervention is beneficial with above average impact and potential gains of 6 months. Their report indicates that impact is greater with access to early years

education which last longer (up to a year) rather than those which last for shorter periods of time. Whilst there are durable effects on attitudes to learning, the impact on attainment can diminish over time.

Within the Early Years Foundation Stage, specific early intervention programmes can support schools to identify children who may need extra support to reach age-related expectations in specific areas, particularly in communication and language, and in mathematical development. Programmes which encourage the engagement of parents in their child's learning will be most effective

Early intervention is effective when:

- **The practitioners are highly trained.** Regular and high quality training is provided, including early years and childcare qualifications. Care is taken to ensure that practitioners are up-to-date with emerging good practice in effective intervention for children at risk of low attainment.
- **Pupils are appropriately identified.** A range of data is used to inform settings of the underperforming groups of children on their roll and those at risk of low attainment. Vulnerable cohorts are identified, including summer born children, FSM pupils, Children of Eastern European migrant workers and those with an identified Special Educational Need. Links are made with the local children's centres who may already be working with vulnerable children before they start school thus supporting early identification.
- **Pupils' training needs are correctly identified.** A range of interventions are planned for to meet a child's wide range of needs. The ability to use and understand language is recognised as important across the whole curriculum, and in terms of behaviour, friendships, thinking, listening and learning.
- **Outcomes are planned, communicated and evaluated.** Settings who make effective early interventions have clear expectations about the purpose and outcomes of any programme of support. These have been shared with the parents and carers. Evaluation of progress towards the specific goals is made during and at the end of the programme to review progress and support next steps planning.
- **It is part of good home/setting partnerships.** Home learning is valued and parents and carers know about the learning that goes on in the setting. Likewise, settings need to know about and value home learning and the richness and diversity of backgrounds, cultures and skills represented in the wider community.

WHAT THE RESEARCH TELLS US - ONE TO ONE TUITION

One to one tuition involves withdrawing an individual from class to be given regular sessions with a trained teacher. The sessions are usually between 30 minutes and one hour and may take place several times a week for a set period of time, generally 6-12 weeks. It is designed to enable pupils to catch up with their peers and is usually provided for reading, writing or mathematics.

The Sutton Trust has found strong evidence of the benefits of one to one tuition, particularly for younger learners in primary schools, with a potential gain of four to five months during the period. The costs for such intensive support are high. The evidence also suggests that tutoring should be additional to normal whole class lessons rather than as a substitution, which can be problematic when timetabling the sessions.

One to one tuition is most effective when:

- **Tutors are experienced teachers.** Greater gains are seen where the tutor is an experienced teacher rather than a volunteer or teaching assistant. An experienced teacher will have the skills to work flexibly according to the tutee's needs as misconceptions are revealed as well as effectively modelling the skill/knowledge to be learned.
- **The tutee has been effectively selected.** Schools use a variety of evidence to choose the most appropriate pupils. The pupil's needs are effectively assessed and tuition is planned to take place at the optimum time in their school career.
- **It is additional to high quality whole class teaching.** One to one sessions are additional to normal whole class lessons. There are strong links between the learning in class and the content of the tuition sessions so that learning is transferred from one context to another.
- **Learning is applied.** One to one tuition sessions allow time for the tutee to apply the learning directly. Therefore, part of the session will allow for independent work albeit for a short period.
- **Appropriate outcomes are planned, communicated and evaluated.** Tutors and class teachers have clear expectations about the purpose and outcomes of the period of tuition. These have been shared with the parents and carers as well as with the tutee. Evaluation of progress towards the specific goals is made during and at the end of the programme to review progress and support next steps planning.
- **The tutee is involved in self assessment.** When the tutee understands what they need to learn next; why it is important and is able to evaluate how successful they are achieving the goals, they are more engaged in the tuition and more likely to transfer the learning to a wider range of contexts.

- **The relationship between tutor and tutee is positive.** Where the tutee feels happy and confident they ask questions and clarify any misunderstandings. There is an appropriate balance of tutor/tutee talk and an effective, learning dialogue takes place.

Further information can be found at;

<<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/onetoonetuition>

WHAT THE RESEARCH TELLS US - HOMEWORK

Work for pupils to complete out of school is commonly reading, preparing for work to be done in class or practising and completing things already taught in class. It may include topic-based activities focussing on enquiry or revision for tests and exams.

Homework is effective when:

- **It is well planned.** Staff and pupils regard homework as an integral part of the curriculum rather than an after-thought or add on. It is planned and prepared alongside all other programmes of learning. Tasks set are integrated into the whole class lessons.
- **It takes 1 to 2 hours per school day.** The optimum level is between 1 and 2 hours, or slightly longer for older pupils but the effectiveness is reduced as the length of time increases.
- **Pupils receive feedback.** When homework is completed well it is acknowledged and praised. Homework is marked in line with the school's feedback policy and treated with as much respect and attention as school-based learning.
- **It is supported by parents/carers.** The support of parents and carers is essential. They assist in many ways, for example, helping their children at home, monitoring homework and providing encouragement. Families need to understand why their involvement is helpful, and when they should expect pupils to complete homework entirely independently or with support. They are assured that it is the time that they give to their children, and the discussion involved that's important rather than needing any specialist knowledge.
- **It is part of good home/school partnerships.** Home learning is valued and parents and carers know about school learning. Likewise, schools need to know about and value home learning and the richness and diversity of backgrounds, cultures and skills represented in the wider community. Contributions from all homes are valued and the support from home is not underestimated. Support from all families is acknowledged regularly.

- **It supports attainment of all pupils.** Homework tasks are differentiated and are appropriate to the needs of individuals. A variety of tasks are set, for example joint family learning tasks, independent learning, and the use of ICT.
- **Practices are developed over time.** The foundations of effective homework practices are established early on and develop progressively across the key stages – effective homework practices can also be used to support effective transition to the secondary phase.

See also: <http://learningspy.co.uk/2011/09/12/should-we-stop-doing-good-things>



WHAT THE RESEARCH TELLS US - ICT

The Sutton Trust considered the use of digital technologies to support learning; either through particular teaching programmes or equipment or through the use of ICT as teaching tools, such as an interactive whiteboard. There is an extensive range of approaches and equipment so drawing clear conclusions is problematic. However, studies have consistently found that ICT is associated with improved learning. Though the impact varies, the gains are moderate with a potential gain of four months. There is some evidence that it is more effective with younger learners. There is clear evidence that it is more beneficial for writing rather than spelling or mathematics.

It is also the case that the way the technology is used proved to be more important than the technology itself. Therefore, as well as the extensive costs involved with buying the equipment, schools should also budget for additional training which makes a difference as to how effectively the technology is used. Schools should also consider the pace of

technological change, making it difficult to predict the level of impact new technologies may have on learning.

ICT is most effective when:

- **It is effectively used by teachers.** ICT can support highly effective teaching and learning, facilitate a range of learning strategies and promote dialogue and collaborative work. However, the technology alone cannot create the impact.
- **It promotes collaborative learning.** Studies suggest that individualised learning with technology may not be as helpful as small group learning.
- **It is well-maintained.** ICT is most likely to be used effectively when it is in good working order, so schools plan and budget for appropriate support and maintenance.
- **It supplements traditional approaches.** Evidence suggests that technology effectively supplements other forms of teaching and is not a replacement.
- **Learning is made explicit.** Effective teachers model and explain the strategies being taught so that pupils and students understand what they are learning. The learning rather than the technology remains the focus.
- **It is well planned.** Staff regard ICT as an integral part of all curriculum areas rather than an afterthought or add on. It is planned and prepared alongside all other programmes of learning.

See also:

<https://www.o2learn.co.uk/index.php>

<http://www.dyslexic.com/acceleread>

National Centre for Excellence in the teaching of mathematics

<<https://www.ncetm.org.uk/resources/magazines/Acceleread/accelewrite>>

USING THE PUPIL PREMIUM WITHIN EFFECTIVE SCHOOL PARTNERSHIPS

There is agreement across Walsall that cluster work and other effective school partnerships can play a significant role in bringing about improved attainment for pupils.

The many benefits of working collaboratively are well documented, from strengthening leadership to developing career progression. However, when considered in the context of the Pupil Premium Fund, the potential for improving outcomes for children and young people through developing teaching and learning is considerable.

Benefits include:

- improvement in the quality and consistency of teaching and learning
- enabling teachers to share and develop practice together
- increased coaching and mentoring opportunities
- extended range of teaching experience and expertise
- increased scope for personal reflection
- raised aspirations improvement in pupil progress and attainment
- extending the range of provision for groups of pupils
- providing insight into other phases of education and improving transition from one phase to another
- extending the range of provision for groups of pupils

A wide range of collaborative structures have been developed in Walsall in recent years, including Federations, Teaching School Alliances and other forms of school to school support, some led by National Leaders of Education, Local Leaders of Education and National Leaders of Governance.

Walsall currently has 3 NLEs, 7 LLEs and 3 NLGs, with a further 3 applications for NLE status being considered.

Walsall currently has 4 Teaching Schools.



USING THE PUPIL PREMIUM FOR PROFESSIONAL DEVELOPMENT

Effective Professional Development

As the Sutton Trust meta-analysis has shown, many of the approaches with high potential gains take place in the classroom. Quality first teaching can lead to high levels of achievement and progress for all pupils. So, professional development of teaching staff is key to raising attainment of our disadvantaged pupils.

When making decisions about how best to spend the Pupil Premium fund, schools will undertake a series of decision making questions:

- Who are our under-performing or low attaining children?
- What teaching strategies will best support these children in making accelerated progress to narrow the gap between them and their peers?
- What skills, understanding or knowledge will the workforce need in order to implement the teaching strategies effectively?

To support these questions, the Narrowing the Gaps materials provide practical suggestions to meet the language, literacy and mathematics needs of different vulnerable groups of children, in order to narrow any gaps between them and the rest of the children in their cohort.

<<http://webarchive.nationalarchives.gov.uk/20110809091832/http://www.teachingandlearningresources.org.uk/primary/narrowing-gaps-subject-leaders>>

<<http://webarchive.nationalarchives.gov.uk/20110809091832/http://teachingandlearningresources.org.uk/node/39778>>

Once the professional development needs have been established, school leaders should decide what form of professional development will best meet the needs of the workforce. Professional development may consist of a range of different approaches from attendance at out of school training events to in-class coaching or action research. There is some evidence that more collaborative forms of continuing professional development (CPD), such as peer coaching, have a greater impact on teacher efficacy and pupil attainment.

OFSTED reports on CPD have consistently found the evaluation of CPD to be the weakest area in schools.

- Impact evaluation should focus on what participants learn, how they use what they have learned, and the effect on the learning of children and young people.

- There should be an agreed timeline for evaluating outcomes, accepting that some outcomes, such as children and young people's improved performance, may take longer to become evident than others. Unanticipated outcomes will also be considered.
- Planning and implementation of the impact evaluation should be a collaborative process between the individual and key staff involved in performance management and/or coaching and mentoring.
- The evidence base and the success criteria for the evaluation of impact should be agreed.
- Impact evaluation should be considered in the short, medium and long term. Longer-term professional development activities should involve formative reviews of impact at agreed stages.
- The evaluation of impact should include a cost-benefit analysis of the professional development.
- The processes for evaluating the impact of CPD activities need to be reviewed regularly to ensure that they are effective and proportionate.

For more information on effective CPD, see OFSTED's report Good Professional Development in Schools

<http://www.Ofsted.gov.uk/node/2436>



EFFECTIVE DEPLOYMENT OF TEACHING ASSISTANTS

The Sutton Trust research initially showed that when compared with qualified teachers, TAs are consistently less effective; achieving about half the gains. However, positive effects can be seen in pupils' perceptions and attitudes and in teacher morale. There is evidence that there is greater impact when teaching assistants are given responsibility in specific curriculum interventions, particularly when given training and support.

Ofsted has found that classroom-based support staff can have a positive impact on academic progress when they are delivering specific and robust interventions in which they are well-trained, know what is expected of them, are aware of pupils' targets and are confident about assessing progress. They also stress the need for leaders to recognise the importance of the involvement of teaching assistants in the planning and feedback progress, as on page 6.

See in particular, Teaching Assistants in Primary Schools; an evaluation of the quality and impact of their work

<http://www.Ofsted.gov.uk/resources/teachingassistants-primary-schools-evaluation-ofquality-and-impact-of-their-work>



When effectively deploying teaching assistants, schools:

- Understand how the composition of the whole-school workforce meets the needs of the school and its pupils.
- Share specialist skills and experience across clusters.
- Have a whole-school workforce strategy to inform recruitment and succession planning.
- Offer shared training and induction to develop common ethos and expectations, for example, behaviour management.
- Link support staff performance reviews with that of their teachers and within the school improvement planning cycle.
- Link performance review with CPD provision. Ensuring it is accredited acts as a motivator.
- Deploy TAs to manage the wider classroom to allow teacher to spend more time with groups and individuals.

- Do not routinely deploy TAs to support lower attaining and SEN pupils thus avoiding pupil dependency.
- Ensure TAs understand their role and know exactly what they need to do.
- Enable teachers and TAs to have allocated planning and feedback time with TAs so that they are more able to contribute to teaching and learning in the classroom.

ENGAGING PARENTS AND SUPPORTING HOME LEARNING

Over the years there has been consistent evidence of the educational benefits of involving parents in their child's learning at home. Parental interest in their child's education has four times more influence on attainment by age 16 than socio-economic background (Feinstein and Symons 1999) – home learning activities undertaken by parents is more important for children's intellectual and social development than parental occupation, education or income. Parental involvement in their child's reading has been found to be the most important determinant of language and emergent literacy (National Literacy Trust 2007). Parental support programmes which focus on both academic outcomes and training in parenting skills are more effective than interventions that do not include such training. Institute of Education – Review of Best Practice in Parental Engagement: Practitioners Summary, 2011), for example programmes such as Family SEAL to work alongside the Social and Emotional Aspects of Learning curriculum.

'The impact of parental involvement' (DCSF, 2008) confirmed that:

- Parental involvement in children's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood.
- The attitudes and aspirations of parents and of children themselves predict later educational achievement. International evidence suggests that parents with high aspirations are also more involved in their children's education.
- The quality and content of fathers' involvement matter more for children's outcomes than the quantity of time fathers spend with their children.
- Family learning can also provide a range of benefits for parents and children including improvements in reading, writing and numeracy as well as greater parental confidence in helping their child at home.
- Levels of parental involvement vary among parents, for example, mothers, parents of young children, Black/Black British parents, parents of children with a statement of Special Educational Needs are all more likely than average to be involved their child's education.

However, for many of our vulnerable or deprived children, engaging parents in their child's learning can be a challenge. Parents claiming FSM are on low income or unemployed – often they have not achieved well at school themselves and may not feel confident in engaging with school or with their child's learning. Along with selecting an appropriate teaching approach, providing for the increased involvement of parents may be an effective use of the Pupil Premium, parents of disadvantaged children can and do make a positive contribution to their children's achievement in school if they receive adequate support and encouragement in the types of parent involvement that can make a difference (Cotton and Wikelund, 1989). Schools who have done so effectively allow sufficient time and resources to reach out to families.

Schools have also recognised that workshops are a successful way of engaging more parents, and should be considered especially as a way to better engage fathers.

Research is increasing the understanding of the barriers to achievement presented by growing up in poverty, and what needs to be put in place both in schools and for families. The main points arising so far are:

- Families have the most influence on inspiring young people, however there is a lack of knowledge amongst young people about the learning pathways families have taken to achieve the roles they are in.
- The main barriers for young people in achieving their aims are transport, a lack of role models, information on training and jobs, one-to-one support and a quiet place at home to study.
- Things that would help them are talks and visits from employers, one-to-one mentoring, access to PC/web sites, videos of young people and their pathways into jobs, positive images of young people in jobs and after school taster days in skills such as hairdressing, mechanics and beauty care.

Two of the wider aims of the Pupil Premium are to enable more pupils from disadvantaged backgrounds to progress to higher education and to raise the aspirations of those pupils from deprived households. Based on the findings of consultations with young people unlikely to aspire to further education or training in secondary schools, the following are raised as issues:

Aspirations

- Many students base their aspirations upon the experience of friends and relatives.
- Many students rely upon family members to advise them on career choices – which may be very limiting.

- Some have aspirations which schools consider to be unrealistic.
- It is not always easy to identify those students who need additional support to achieve their aspirations, particularly when those students are attaining more highly.

Information, Advice and Guidance

- Students do not always find the IAG offered to be useful, impartial or offered early enough.
- Year 10 students do not always know what post 16 courses are available, or how to access them.
- Where students have made choices about post 16 courses, support is still likely to be needed during and after those post 16 destinations in order to proceed into successful employment.
- Ofsted expects to see that schools are providing quality and impartial advice and guidance.

It is clear that family involvement in information, advice and guidance about next steps is vital. Parents who have been disengaged from education themselves may need specific support in order to participate.

SUMMER SCHOOLS

The £50 million summer school programme was set up in 2012 to help disadvantaged pupils – those eligible for Free School Meals (FSM) and those looked after in public care continuously for more than six months – to make a successful transition from primary to secondary school. More than 90,000 pupils have benefited since the summer of 2012. Typical activities include:

- Transitional activities such as meeting teachers, having a tour of the school or learning more about their new curriculum, to build on schools' own induction arrangements. This will help pupils familiarise themselves with their new environment and give them a flying start.
- Additional intensive support in English and mathematics to enable pupils who need to make progress in these key areas before the start of the autumn term. Both as catch up and preparation for the secondary curriculum.
- Wider enrichment activities such as arts, music and sports activities, trips to theatres and museums, visits to local higher education institutions and employers etc.

Evidence from the UK and abroad concludes that effective summer schools have (some of) the following features:

General

- A partnership approach adopted with organisations from the public, private and voluntary sectors, with input into activities and courses from professionals other than teachers. They also have access to facilities normally beyond their experiences.
- The scheme ends on a high note, such as a celebration event involving parents and carers.

Staffing

- Peer mentors are involved, serving as good role models for students and providing excellent support for the work of main staff. Experienced teachers deliver the academic element.
- Staff are recruited from a combination of participating and non-participating schools as well as non-school staff, such as HE lecturers, youth workers and staff from local businesses, to form an effective team with a broad range of skills and expertise.

OTHER STRATEGIES TO HELP NARROW THE GAP

Providing a coherent curriculum with a strong focus on speaking and listening

Pupils from deprived backgrounds often start school lacking many of the language and social skills acquitted by children of a similar age. They are less likely to read outside school; have fewer books at home than their peers; and their parents read at home less and gave them less encouragement to read. Typically they also have low levels of vocabulary and poor skills. ***It is important therefore to:***

- Provide a curriculum that responds to the needs of the pupils and recognises the influences of home and the local environment.
- Secure a curriculum that responds to the needs of the pupils and recognises the influences of home and the local environment.
- Provide a rich and appropriate learning environment which compensates for any lack of learning resources at home.

Engaging pupils in their learning

There is evidence to suggest that for pupils from deprived backgrounds social support for Learning and active engagement strategies are less prominent than for other pupils.

Schools that succeed in deprived communities recognise that:

- Pupils often have low tolerance levels to passive approaches to teaching and learning and the consequences of such approaches for pupil behaviour.
- Assessment for learning strategies which provide regular feedback on progress and next steps can improve engagement.
- Children may not see the relevance of learning to their lives and their futures.
- Negative attitudes to subjects and learning are too easily inadvertently parents and by their teachers.

Helping pupils to articulate and manage their emotions

- Many children in areas of deprivation have a low self-confidence and self-esteem – they do not believe they can succeed.
- Parents are often uncomfortable in the school environment and communicate this to their children. Schools that succeed in deprived communities put great store in developing mutual trust and respect between children, parents and teachers.
- Many children are directly or indirectly affected by dysfunctional families.
- Expressing emotion may be a cultural taboo, especially for boys, and unless they acquire strategies for dealing with their emotions they may fall back on instinctive responses such as lashing out, fighting or denial.

Broadening pupils' horizons by providing a wide range of stimulating activities

- In some localities, pupils have a very insular view of life and, as a result, their experiences beyond their immediate community are likely to be limited.
- Regardless of whether or not cultural and enrichment opportunities are readily available, parents and children may not perceive them to be relevant to their lives or accessible to them because of cost.

Providing support at transition points

Children from deprived backgrounds experience more significant impact on their progress and motivation at transition points than their peers. Pupils from deprived communities can be more vulnerable and less resilient when faced with change than other pupils since they may lack the emotional and academic support mechanisms that need to be in place at such times. Because of this vulnerability, supporting pupils when they first come to school is particularly important and engaging with parents at this stage is of paramount importance.

Pupils who have been known and nurtured in the environment of a small primary school can encounter difficulties in a large secondary school where they can be easily thrown off course.

Recruiting, developing and retaining staff with empathy for the pupils and their backgrounds

Teachers in schools with high FSM eligibility are 21% more likely to move to a different school than teachers in schools with low FSM eligibility. To be effective when working in schools in deprived communities, staff need to be particularly attuned to the pupils' experiences outside school and need to: understand the nature of the locality the children live in; empathise with the local community and its values; and be aware of the barriers to achievement but not to allow these to lower expectations



CASE STUDIES OF GOOD PRACTICE – OUT OF BOROUGH

The following schools have given permission to share and are featured in 'Effective pupil premium reviews' November 2014 – National Teaching Schools Council and Sir John Dunford.

Case study 1: Pakeman Primary School – reviewer perspective

Lynne Gavin, headteacher of Pakeman Primary School in Islington, North London, conducted a pupil premium review for a primary school that had been recommended a review by Ofsted. Lynne was approached because her school was the national primary winner of the pupil premium awards in 2013 based on their excellent provision for disadvantaged pupils.

Lynne agreed a three- approach, comprising a day of preparation, a visit, and a day of analysis and write-up, with the school. She prepared for the review by examining the school's demographic and attainment data; the latest Ofsted report; a self-evaluation form completed by the school; their pupil premium policy; their online report on their pupil premium spending; a list of interventions adopted by the school; and the action plan for each year group.

Based on this information, Lynne designed a visit to the school to further explore the needs of their disadvantaged pupils and their current use of the funding. The visit involved discussion with the senior leadership team and the pupil premium co-ordinator; intervention observations; discussion with teachers, support staff, pupils and the pupil premium link governor; scrutiny of pupils' work; and a school tour.

An analysis of the findings from the visit showed that the school had particular issues in maths, with disadvantaged pupils making slower progress than expected and maths interventions being inconsistently implemented across the school. Lynne also identified gaps in how targets for pupils were set and communicated to all teaching staff and how assessments were made of both disadvantaged pupils' progress and the effectiveness of the interventions.

Lynne's analysis also recognised that the school was already adjusting practice based on the evidence found in the Education Endowment Foundation (EEF) toolkit. In particular, the school had recently invested in continuous professional development for all staff to improve feedback, which is considered highly cost-effective in the toolkit. Lynne's action plan for the school recommended that this work on feedback be further embedded, to address issues around how consistently it was implemented. It also addressed the consistency of the maths intervention in place, encouraging the school to examine whether this was the right approach to improving progress in maths, given its limited success to date.

The action plan further recommended that the school continue its shift away from spending the funding on enrichment and enjoyment activities to those with stronger

evidence of their impact on attainment and recommended setting clear targets for disadvantaged pupils that all teachers are aware of and that these are monitored at half termly assessments.

Case study 2: Holbrook Primary School

Holbrook Primary School in Coventry was inspected in January 2014, and Ofsted recommended a pupil premium review as, while disadvantaged pupil progress was good in some year groups, this was not consistent across the school. The deputy Headteacher at Holbrook Primary School, found the review to be, “very useful...a positive experience that helped to move the school forward, and focus the funding to impact on progress and attainment for pupil premium children.”

Holbrook Primary is a larger than average sized primary school whose pupils come from a wide range of ethnic backgrounds; thirty nine different first languages are spoken by pupils, and almost half are of Pakistani heritage. The proportion of pupils who attract the pupil premium is above average.

Following Ofsted’s recommendation for a review, the school contacted its local authority to discuss finding a suitable reviewer who was independent. The local authority recommended an HMI not involved with the inspection and a local headteacher from an outstanding secondary school with experience in providing support to a network of local schools. The school verified their expertise and invited them to carry out the review as a team.

The review was agreed by all parties to focus on data analysis and time with pupils in class. As a first step the school carried out a self-evaluation that focused on pupil needs and current strategies. During the review visit, the reviewers conducted lesson observations and talked to pupils. The resulting report, which acknowledged areas of strength and recommended areas for development, prompted the school to think in greater depth about individual pupils, and about their needs beyond academic need. Being familiar with the EEF toolkit the school consulted it again when drawing up a “Next Steps” action plan to respond to the review findings.

The action plan has resulted in innovation and changes in emphasis. Data analysis has been intensified, and focuses on informing two new consistent questions, “Is the attainment gap closing? If not, why not?”

The senior leadership team was restructured to create an additional assistant headteacher with specific responsibility for the pupil premium. Her role includes working with the evidence set out in the EEF toolkit and ensuring interventions are evidence based. Year leaders have new powers and new responsibilities for the progress and outcomes of disadvantaged pupils in their care.

The action plan suggested a new focus on reading, including extending learning hours before and after school. Teachers plan the activities and resources, and work closely with the teaching assistants, specifically trained in supported and guided reading, who

deliver the programme. The school has seen a rapid, notable improvement in pupils' reading which has laid the foundation for further progress across the curriculum. A follow-up review visit was discussed and agreed for late in the autumn term.

Case study 3: Birches Head Academy

When Birches Head Academy in Stoke on Trent was inspected in December 2013 Ofsted recommended a pupil premium review, alongside an external review of governance.

Birches Head Academy is a smaller than average sized secondary school, with a well above average proportion of students attracting the pupil premium. The vice-principal at Birches Head found the review was a positive, collaborative experience that helped bring a new focus on specific interventions for disadvantaged pupils and whole school strategies that also benefitted disadvantaged pupils.

To commission the review the senior leadership team looked at the NCTL reviewer directory to locate a reviewer in their region. One NLE was known to the headteacher to have relevant expertise and agreed to carry out the review. A brief was agreed: the review would make recommendations to increase the efficiency and effectiveness of pupil premium spending, to improve the impact on disadvantaged pupils, against a backdrop of whole school improvement. A governance review was commissioned separately from a different specialist.

Senior leaders reviewed the school's data and current strategies for disadvantaged pupils in advance of the visit. After a full day visit discussing the experiences of pupils, teachers and leaders the reviewer created a report that acknowledged what had already been accomplished, and offered a consistent set of improvement recommendations for the school to work into its strategy and practice.

These centred on empowering middle leaders, governors and senior leaders in new ways to monitor progress. It proposed a change to the way data are monitored and used. Issues other than academic attainment, such as attendance and behaviour, were added to the consideration of pupil outcomes, including for disadvantaged pupils. A fresh focus on progress, especially in maths and English, was also recommended.

In responding to the recommendations, senior leaders drew on the sources of effective practice they knew best, such as work by Professor John Hattie and the EEF toolkit, to refine their strategies for disadvantaged pupils. The headteacher at the time commented that the report, "clarified the whole strategy for teaching in the school." She identified three 'keystones' to the school's strategy: seeking impact; understanding and responding to data; always looking for the next step. These new priorities are now leading to improving performance data.

The reviewer visited the school again after two months to see how useful her feedback had been and how the new strategy was working out. The headteacher commented that

a successful review rests on a school, “making it work for you” – having clear expectations and objectives, and ensuring the resulting report addresses the context of the school with implementable ideas. The vice-principal added that, “there has been a positive impact on the objectives that the school is trying to achieve with pupil premium funding around performance in English and maths, and improvements for target groups in relation to attendance, behaviour and engagement.

The vice-principal added that, “there has been a positive impact on the objectives that the school is trying to achieve with pupil premium funding around performance in English and maths, and improvements for target groups in relation to attendance, behaviour and engagement.

Case study 4: Scarborough Northstead Community Primary School

Northstead Community Primary School in Scarborough is a much larger than average primary school. Almost all pupils are of White British heritage and the proportion of pupils eligible for pupil premium funding is above average. During its inspection in January 2014 Ofsted recommended a pupil premium review, stating that “the pupil premium funding is spent for the purposes intended, but its impact requires improvement”.

In light of this the headteacher decided to put the review at the centre of their wider action plan, and take an evidence-based approach, recognising that improving progress for disadvantaged pupils was a core element in the improvement the school needed to make. For a reviewer the school approached the headteacher of New Pasture Lane Primary School in Bridlington, which had been regional winner and national runner-up in the 2013 Pupil Premium Awards.

After some self-evaluation of their current pupil premium strategies the headteacher and senior staff visited New Pasture Lane Primary, to observe the school in action and discuss effective practice. Following the visit, the award winning headteacher arranged to carry out a pupil premium review. Her feedback enabled the school to make far-reaching changes to focus on accelerating progress for disadvantaged pupils, focussed particularly on the quality of teaching and on parent engagement. The school used the EEF toolkit when working with the reviewer to develop an action plan in response to the review findings, ensuring it focused on evidence-based practice. Senior leaders also validated their evidence-based intervention plans with senior staff at New Pasture Lane.

The school appointed an inclusion leader with overall responsibility for pupil progress for vulnerable learners; this included children supported with pupil premium funding as well as other pupil groups. The school is now able to quickly identify the strengths and weaknesses within its structure and to plan provision for the next academic year. The school’s top priority has always been high quality teaching and the headteacher’s discussions around the review offered new approaches to this. There was a new

emphasis on training up specialists – “trouble shooters” – for different curriculum areas, primarily but not exclusively in English and maths. The school appointed a part-time home-school support worker, partly funded by the pupil premium, which was soon extended to a full time position. The role plays a vital part in engaging difficult to reach families and helps to promote stronger home/school links.

The partnership between the two schools continued, with Northstead staff visiting New Pasture Lane regularly to observe teaching, to discuss use of data and intervention planning. After this follow-up, it was agreed that the reviewer would carry out a termly “health check” for the school’s pupil premium work. Northstead has also developed strong links with a teaching school – New York Primary School – in North Tyneside, which has enabled the school to enhance its strategy development through visits and advice.

TOOLKIT TO IMPROVE LEARNING: SUMMARY OVERVIEW

Approach	Potential gain	Cost	Applicability	Evidence estimate	Overall cost benefit
Effective feedback	+ 9 months	££	Pri, Sec Maths Eng Sci	***	Very high impact for low cost
Meta-cognition and self- regulation strategies	+ 8 months	££	Pri, Sec Maths Eng Sci	****	High impact for low cost
Peer tutoring/peer-assisted learning	+ 6 months	££	Pri, Sec Maths Eng	****	High impact for low cost
Early intervention	+ 6 months	£££££	Pri, Maths Eng	****	High impact for very high cost
One-to-one tutoring	+ 5 months	£££££	Pri, Sec Maths Eng	****	Moderate impact for very high cost
Homework	+ 5 months	£	Pri, Sec Maths Eng Sci	***	Moderate impact for very low cost
ICT	+ 4 months	££££	Pri, Sec All subjects	****	Moderate impact for high cost
Assessment for learning	+ 3 months	££	Pri, Sec Maths Eng	*	Moderate impact for moderate cost
Parental involvement	+ 3 months	£££	Pri, Sec Maths Eng Sci	***	Moderate impact for moderate cost
Sports participation	+ 9 months	£££	Pri, Sec Maths Eng Sci	**	Moderate impact for moderate cost
Summer schools	+ 3 months	£££	Pri, Sec Maths Eng	**	Moderate impact for moderate cost
Reducing class sizes	+ 3 months	£££££	Pri, Sec Maths Eng	***	Low impact for very high cost
After school programmes	+ 2 months	££££	Pri, Sec Maths	**	Low impact for moderate cost

			Eng Sci		
Individual instruction	+ 2 months	££	Pri, Sec Maths Eng Sci	***	Low impact for low cost
Learning styles	+ 2 months	£	Pri, Sec All subjects	**	Low impact, low or no cost
Arts participation	+ 1 month	££	Pri, Sec Maths Eng Sci	***	Very low impact for moderate cost
Performance pay	+ 0 months	£££	Pri, Sec Maths Eng Sci	*	Very low/no impact for moderate cost
Teaching assistants	+ 0 months	££££	Pri, Sec Maths Eng Sci	**	Very low/no impact for high cost
Ability grouping	= 1 month	£	Pri, Sec Maths Eng Sci	***	Very low or negative impact for very low or no cost
Block scheduling and timetabling	= 1 month	£	Pri, Sec Maths Eng Sci	**	Very low or negative impact for very low or no cost
School uniforms	= 1 month	£	Pri, Sec Maths Eng Sci	*	Very low or negative impact for very low or no cost

SELF EVALUATION QUESTIONS TO ASSESS EVIDENCE OF IMPACT

Have you considered?	What effective schools tell us
Are the right pupils selected for intervention?	
<ul style="list-style-type: none"> • Are selected pupils working below age related expectations and/or are not on track to make expected levels of progress? • Have you identified potential vulnerable groups e.g. LAC, FSM? • Has the range of interventions being delivered to individual pupils been reviewed? 	<ul style="list-style-type: none"> • Progress for all pupils is regularly reviewed. • School tracking informs Pupil Progress meetings between class teachers and SLT to pick up early any pupils who fall behind. • Teachers identify particular gaps in learning, areas of difficulty and possible reasons for lack of progress. • Actions are identified to address lack of progress.
Does the intervention meet the identified needs of the pupils?	
<ul style="list-style-type: none"> • How does the full range of provision meet the identified needs of the pupil, e.g. modifications to class teaching, group and guided work, targeted intervention and one-to-one tuition? • Does the timing of the intervention meet the needs of the pupil? Have flexible delivery models been considered for example during the holidays or at weekends? • Have you ensured that the intervention makes best use of timetabling and does not withdraw pupils inappropriately from lessons, or conflict with the favourite lessons/after school activities? 	<ul style="list-style-type: none"> • The intervention has been chosen based on knowledge of what the school knows works well for different groups of pupils and individuals. • Intervention is time-limited with clear intended outcomes and regular milestones to check impact on pupil progress. • Consideration is given to appropriate match of children and adults delivering interventions. • Planning for intervention draws on expertise in the school or cluster and makes flexible use of staffing. • When planning for the delivery of one-to-one tuition consideration is given to both the timing of sessions and flexibility of models used. • Teacher assessment of intervention is accurate and consistent and regularly reviewed, e.g. through the use of pupil progress meetings.

How do you know about the quality of interventions?	
<ul style="list-style-type: none"> • Have you monitored and evaluated the quality and impact of each intervention? • Do all staff delivering intervention have the appropriate subject knowledge and skills? 	<ul style="list-style-type: none"> • Ongoing tracking processes are place to monitor the progress of all pupils receiving intervention, during and beyond their period of support. • SLT evaluate the impact of intervention in order to review, refine and disseminate effective practice to all staff. • Pupil voice is used to evaluate and further improve the quality of provision. • CPD opportunities are identified to support the development of effective intervention, including observation and feedback of teaching.
How is intervention followed up and reinforced through class work?	
<ul style="list-style-type: none"> • Is there effective planning and liaison to ensure clarity of the intervention focus? • Do class teachers plan to build on and secure the progress that is being made through intervention sessions? 	<ul style="list-style-type: none"> • Class teachers have high expectations in order to plan to build on gains made through intervention. • Class teachers liaise with other adults who deliver additional support whether it takes place in or out of classroom. • Class teachers take responsibility for monitoring and evaluating progress of pupils, including any other adults who deliver support. • Class teachers understand the position of whole class teaching, planned and targeted group and guided work within wider provision mapping.
What is the role of parents and carers in supporting the interventions?	

<ul style="list-style-type: none"> • Are parents and carers informed about intervention processes? • What information has been provided for them? • Are expectations of parent/carer support during intervention period shared? 	<ul style="list-style-type: none"> • Class teachers provide parents and carers with full details of intervention, including reasons for their child being selected, the process and expected outcomes and regular updates about their child's progress. • Parents and carers, supported by class teachers, are able to provide additional help and guidance to pupils at home.
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Appendix 3

CHECKLIST OF GOOD PRACTICE

1	Knowing the vulnerabilities of all FSM pupils	<ul style="list-style-type: none"> • Ensure all staff are able to identify and are aware of the potential barriers to learning for FSM pupils. • Identify and analyse current patterns of vulnerability of pupils in your school. • Select staff to lead on identifying issues and vulnerabilities of the FSM pupils in your school. • Review the progress of all FSM pupils.
2	Assessment and Tracking for FSM pupils	<ul style="list-style-type: none"> • Assess and track the progress of pupils known to be eligible for FSM. Overlay tracking data with attendance data and look for any patterns. • Check whether FSM pupils also fall into other vulnerable groups for example: SEN, EAL. • Ensure all teachers have high expectations for all pupils especially those known to be eligible for FSM. • Continually review and monitor the consistency and rigour of assessment and tracking. • Ensure all staff, parents/ carers, pupils and governors are aware of the expected rate of progress of all pupils (and are aware of any within-school gap between FSM and non-FSM pupils).
3	Monitoring and evaluating impact and analysing data	<ul style="list-style-type: none"> • Rigorously analyse data of pupils known to be eligible for FSM. • Check whether FSM pupils are on track to make expected rates of progress. Check for any common traits. • Use evidence from data to make decisions about future provision. • Offer appropriate intervention based on identified need to help ensure FSM pupils make good progress.

		<ul style="list-style-type: none"> • Be clear about how the senior leadership team, subject leaders, teacher and support staff analyse and act on data analysis of pupils known to be eligible for FSM.
4	Identifying the right provision for all FSM pupils	<ul style="list-style-type: none"> • Instil the need for all staff to address potential underperformance of FSM pupils. • Make appropriate modifications to high quality whole class teaching, including guided work, to suit personal/individual learning styles. • Ensure learning from group/ individual interventions are accurately recorded and that pupils have opportunities to apply and consolidate learning in a range of contexts in whole class teaching. • Identify staff with relevant skills to provide additional provision for FSM pupils who are either underperforming or at risk of underperforming.
5	Developing the quality of provision for FSM pupils	<ul style="list-style-type: none"> • Gather evidence of successful practice which raises attainment of vulnerable pupils. • Evaluate the impact of the quality of provisions for FSM pupils through :pupil voice; data analysis; work scrutiny: observations; teacher feedback; parent / carer feedback; <p>To identify successful approaches in your school</p> <ul style="list-style-type: none"> • Adapt school provision to meet the identified needs of current and future FSM pupils. • Keep your staff updated about effective strategies/interventions for tackling underperformance of FSM pupils.
6	Developing the workforce	<ul style="list-style-type: none"> • Develop full knowledge and understanding of specialist expertise in working with FSM pupils. • Identify relevant CPD to develop appropriate/ skills required by staff to support FSM pupils. • Identify the professional development opportunities available to strengthen current practice in addressing FSM pupils' barriers to learning. • Develop systems and structures to respond to the changing needs of FSM pupils for example flexible timing of the school day.
7	Parental Engagement	<ul style="list-style-type: none"> • Share information about pupil progress with their parents/ carers and discuss any additional provision being offered. • Encourage parents to stimulate and/or motivate their child/ren to achieve their aspirations.

QUESTIONS FOR GOVERNING BODIES TO ASK

The National Governors Association (NGA) and others have produced suggested questions for governors to ask. A few sample ones are outlined below.

Health warning: *these questions need to be used appropriately. Governors will want to consider the best time and place to ask any questions – it may be at the relevant committee meeting, rather than in a full Governing Body meeting, and must be pertinent to the discussion at hand. It is absolutely **NOT** intended that these questions should be handed over to the headteacher and an answer to each one sought. This is not a test for school leaders, but a tool to help governors.*

1. Do we know how much money is allocated to the school for the Pupil Premium?
 - Is it identified in the school's budget planning?
 - Is PP funding separate to other funding for disadvantaged pupils?
2. Have we considered the Ofsted/Education Endowment Foundation information about what methods are effective in raising attainment for disadvantaged pupils?
3. Do the school's improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?
4. Do the school's improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?
5. Is the school tracking the attendance, punctuality and behaviour (particularly exclusions) of this group and taking action to address any differences?
6. Is the school doing all that it can to promote awareness of FSM eligibility to encourage all eligible pupils to claim?

SAMPLE CASE STUDY PROFORMA 1

School:	Academic year:
Which cohort was identified (e.g. yr group, gender)?	
How and why was the cohort identified?	
How was the approach implemented and by whom?	
Please give details of the organisation, timescale and workforce CPD needed.	
What was the impact on attainment? Please give details of the prior attainment of the cohort when compared to their peers and the post-intervention attainment.	
Was impact noted on other aspects of learning e.g. attitude, resilience, attendance?	
How were parents/carers involved?	
How was the intervention received by staff, pupils and/or parents/carers? Please give relevant quotes.	
How was the intervention evaluated?	
What has the school learnt and what will the next steps be?	

SAMPLE CASE STUDY PROFORMA 2

School:	Academic year:
How the money was spent	
How and by whom the impact was monitored and evaluated	
The impact on outcomes for the identified pupils	
Lessons learnt for the future	