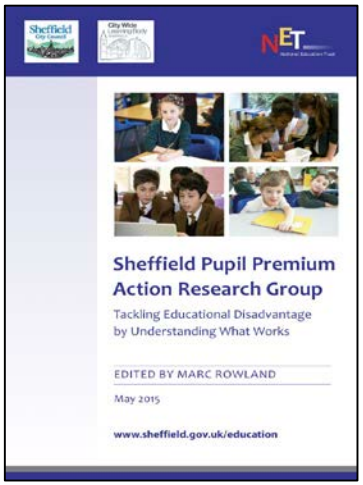
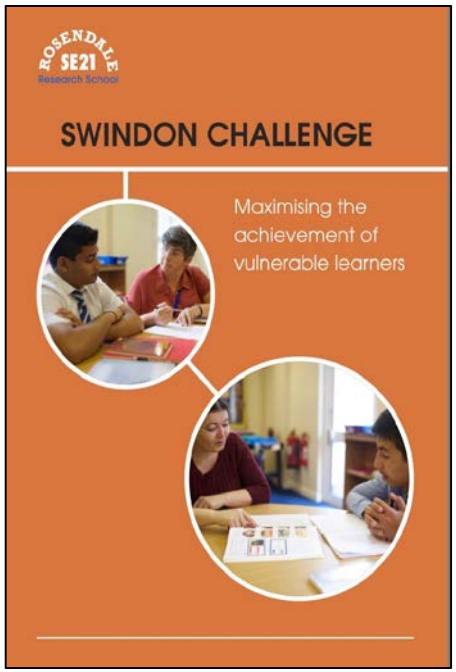
Maximising the Impact of the Pupil Premium

Marc Rowland
Rosendale Research School

July 2018

ACHIEVEMENT UNLOCKED IN NORTH YORKSHIRE
Improving Outcomes for Disadvantaged Learners 2016/17
Marc Rowland
March 2017


Sheffield Pupil Premium Action Research Group
Tackling Educational Disadvantage by Understanding What Works
EDITED BY MARC ROWLAND
May 2015
www.sheffield.gov.uk/education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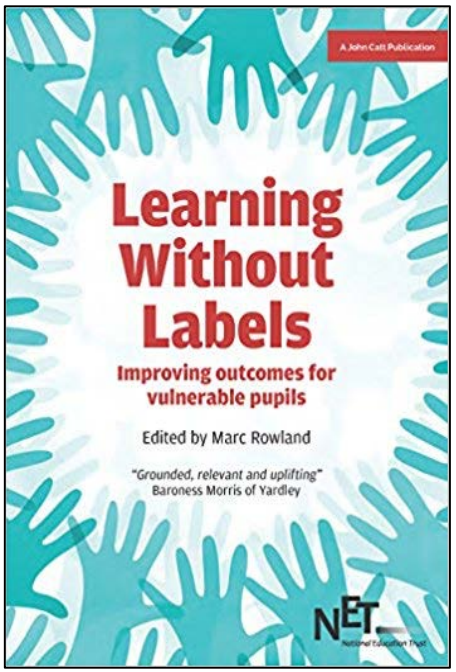
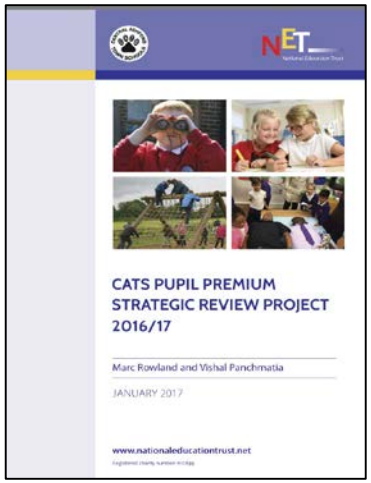
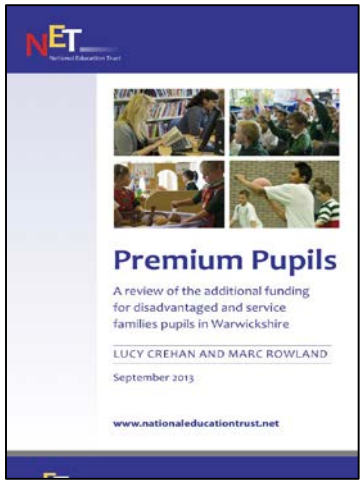
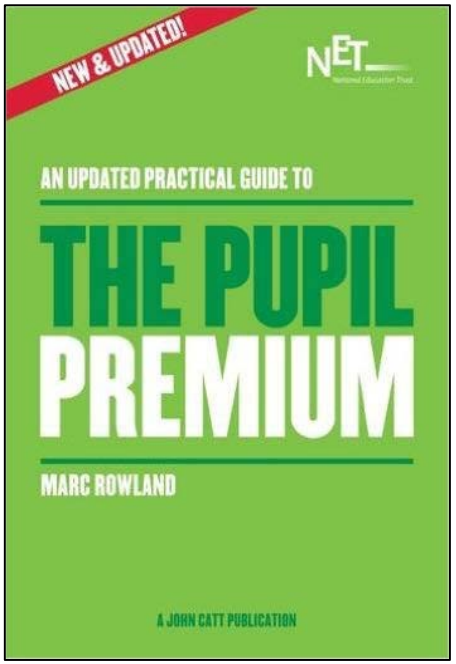
SWINDON CHALLENGE
Maximising the achievement of vulnerable learners

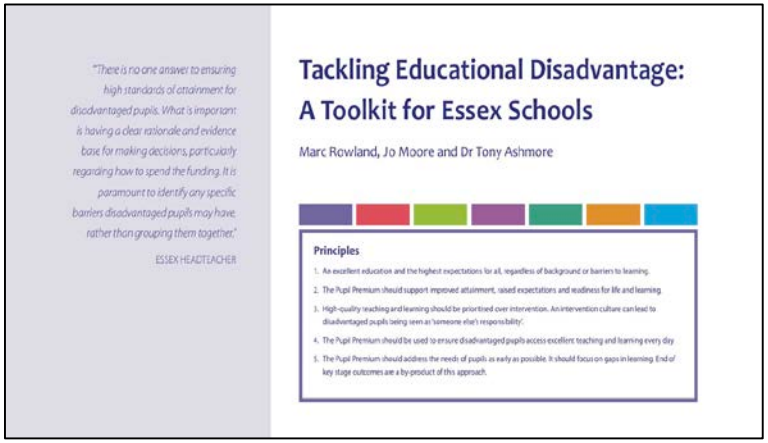

A John Catt Publication
Learning Without Labels
Improving outcomes for vulnerable pupils
Edited by Marc Rowland
"Grounded, relevant and uplifting"
Baroness Morris of Yardley


CATS PUPIL PREMIUM STRATEGIC REVIEW PROJECT 2016/17
Marc Rowland and Vishal Panchmatia
JANUARY 2017
www.nationaleducationtrust.net


Premium Pupils
A review of the additional funding for disadvantaged and service families pupils in Warwickshire
LUCY CREHAN AND MARC ROWLAND
September 2013
www.nationaleducationtrust.net

ROSENDALE SE21 Research School
Hampshire Services
Improving outcomes for disadvantaged learners
2017-18
www3.hants.gov.uk/education/hias.htm
www.rosendale.researchschool.org.uk


NEW & UPDATED!
AN UPDATED PRACTICAL GUIDE TO
THE PUPIL PREMIUM
MARC ROWLAND
A JOHN CATT PUBLICATION


"There is no one answer to ensuring high standards of attainment for disadvantaged pupils. What is important is having a clear rationale and evidence base for making decisions, particularly regarding how to spend the funding. It is paramount to identify any specific barriers disadvantaged pupils may have, rather than grouping them together."
ESSEX HEADTEACHER
Tackling Educational Disadvantage: A Toolkit for Essex Schools
Marc Rowland, Jo Moore and Dr Tony Ashmore
Principles
1. An excellent education and the highest expectations for all, regardless of background or barriers to learning.
2. The Pupil Premium should support improved attainment, raised expectations and readiness for life and learning.
3. High-quality teaching and learning should be prioritised over intervention. An intervention culture can lead to disadvantaged pupils being seen as 'someone else's responsibility'.
4. The Pupil Premium should be used to ensure disadvantaged pupils access excellent teaching and learning every day.
5. The Pupil Premium should address the needs of pupils as early as possible. It should focus on gaps in learning. End of key stage outcomes are a by-product of this approach.

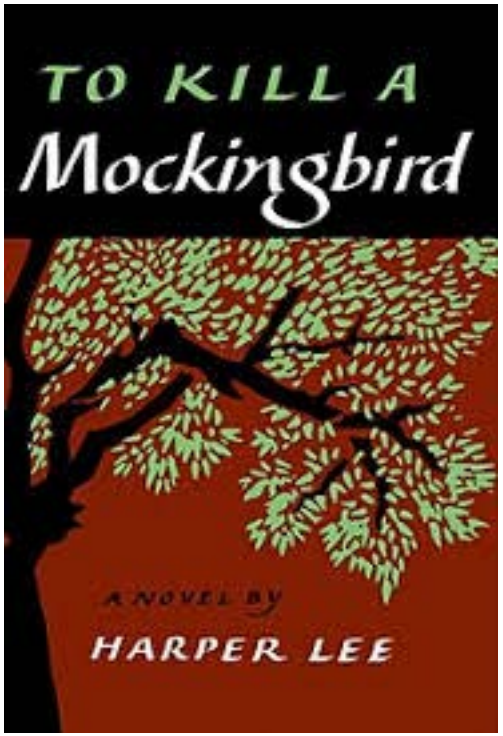
High Expectations

'Both optimists and pessimists contribute towards society. The optimist invents the aeroplane, the pessimist the parachute'

George Bernard Shaw

Understanding Barriers

- Pupils and Families
- Community
- School



What do barriers look like in the classroom?

Relationships

http://hechingerreport.org/two-studies-point-to-the-power-of-teacher-student-relationships-to-boost-learning/

Understanding Barriers

Students More Likely to Succeed If Teachers Have Positive Perceptions of Parents

Published: February 21, 2017.
Released by University of Missouri-Columbia

"It's clear from years of research that teacher perceptions, even perceptions of which they are not aware, can greatly impact student success," Herman said. "If a teacher has a good relationship with a student's parents or perceives that those parents are positively engaged in their child's education, that teacher may be more likely to give extra attention or go the extra mile for that student. If the same teacher perceives another child's parents to be uninvolved or to have a negative influence on the child's education, it likely will affect how the teacher interacts with both the child and the parent."

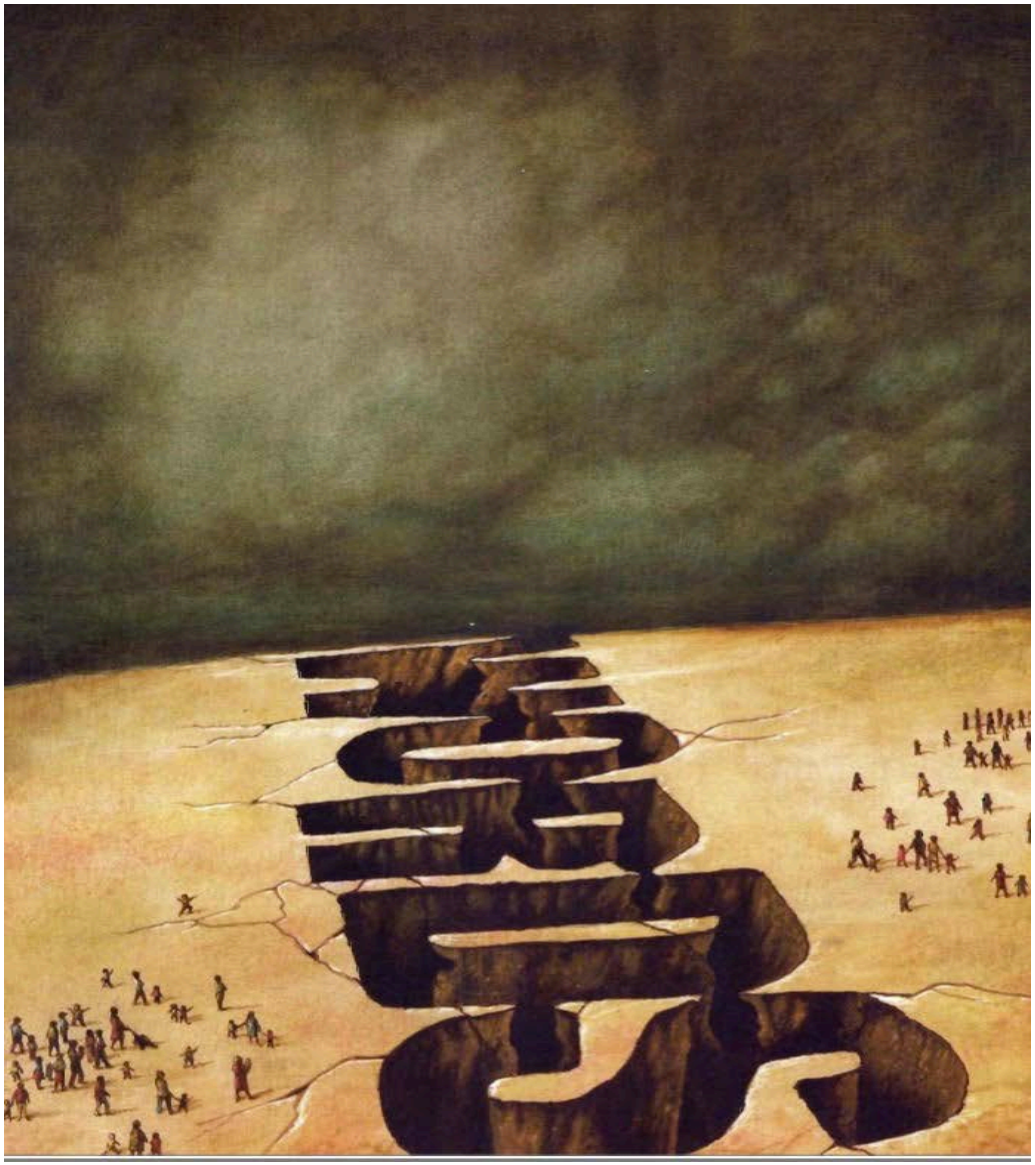
Understanding Barriers

Vocabulary at aged five:

- There is a 27% gap between the lowest income quintile and the highest.
- The lowest quintile have 16% more likely to have conduct problems compared to the highest quintile.
- The lowest quintile are 15% more likely to have hyperactivity problems compared to the highest quintile

Waldfogel and Washbrook, 2010

Understanding Barriers



The Early Catastrophe

560,000
100,000
-125,000

https://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf

The Power of Research Evidence

- Reading for pleasure improves children's vocabulary (UCL IoE, 2017): http://www.cls.ioe.ac.uk/library-media%5Cdocuments%5CReadingforpleasurestoppress.pdf

- One in eight disadvantaged pupils in the UK don't own a single book (National Literacy Trust, 2017): https://literacytrust.org.uk/news/1-8-disadvantaged-children-uk-dont-own-single-book/

- The correlation between socio economic background, vocabulary and conduct (Sutton Trust, 2010): https://www.suttontrust.com/wp-content/uploads/2010/02/Sutton_Trust_Cognitive_Report-2.pdf

- Good literacy skills crucial to closing the attainment gap (EEF, 2017): https://educationendowmentfoundation.org.uk/public/files/Review_of_SES_and_Science_Learning_in_Formal_Educational_Settings.pdf

- Conversation more important than word exposure for literacy and language development (University of Pennsylvania, 2018): http://www.beib.org.uk/2018/03/conversation-important-word-exposure-literacy-language-development/

Monitoring and Evaluation

Mistaking Improvement:
How to make it look as if your improvement project has worked (Coe)

1. Wait for a bad year or choose underperforming schools to start with. Most things self-correct or revert to expectations (you can claim the credit for this).

2. Take on any initiative, and ask everyone who put effort into it whether they feel it worked. No-one wants to feel their effort was wasted.

3. Define 'improvement' in terms of perceptions and ratings of teachers. DO NOT conduct any proper assessments – they may disappoint.

4. Only study schools or teachers that recognise a problem and are prepared to take on an initiative. They'll probably improve whatever you do.

5. Conduct some kind of evaluation, but don't let the design be too good – poor quality evaluations are much more likely to show positive results.

6. If any improvement occurs in any aspect of performance, focus attention on that rather than on any areas or schools that have not improved or got worse (don't mention them!).

7. Put some effort into marketing and presentation of the school. Once you start to recruit better students, things will improve.

Monitoring and Evaluation

"A key message has been not to look at the label of a child or even necessarily raw data but to consider where need is. For example, for intervention to consider where there is a skills gap or a knowledge gap rather than simply going of the results of one off tests.

We also realise that we have been too hasty in attempting to ensure all disadvantaged students have a mentor when again we should look at need and ensure the skill set of the mentors is matched to the need of the student."

St John Fisher Catholic High School.

Accountability: Be Wary!

PUPIL PREMIUM STRATEGY & ACTION PLAN XXXX-XX
XXXXXXXXX SCHOOL
Head teacher name: XXXXXX Pupil Premium Lead: XXXXXX
Chair of governors name: XXXXXX
Number of eligible pupils: XXX Grant Received: XXXXXXX

Main Barriers to Attainment: 1. Involvement of Social Care due to: • Drug and alcohol abuse in the family • Mental health issues in the family including the pupils • Domestic Violence 2. Low rates of attendance and high rates of persistent absenteeism 3. A range of health and special educational needs linked to health 4. Need to make accelerated progress due to current low attainment levels including on admission 5. Other individual needs including close family bereavement and behaviour.

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- www.rosendale.cc
- https://marcrowland.wordpress.com/
- https://rosendale.researchschool.org.uk/

ROSENDALE SE21 Research School

Hampshire Services
HIAS SCHOOL IMPROVEMENT

Improving outcomes for disadvantaged learners

2017-18

www3.hants.gov.uk/education/hias.htm

www.rosendale.researchschool.org.uk

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Improving outcomes for disadvantaged learners

Active ingredients

This report considers the active ingredients for a successful strategy for tackling educational disadvantage. This is drawn from Hampshire school visits, case studies and the external expert input given during the programme. It also draws on the wider research evidence on improving outcomes for disadvantaged learners.

These ingredients are as follows:

1. Leadership, culture and values
2. High expectations
3. Understanding barriers and targeted, evidence based activities
4. Monitoring and evaluation
5. Securing accountability

Principles

There are some principles that underpin these ingredients. These are as follows:

- Disadvantaged pupils are able to access high quality teaching every day. They should have at least equitable access to high quality teaching compared with their more fortunate peers. The quality of teaching has a disproportionate impact on disadvantaged pupils.
- Teachers in classroom feel accountable for the achievement of disadvantaged pupils. Disadvantaged pupils should not be considered 'someone else's responsibility'.
- That schools focus on pupil need, not labels and assumptions when designing their strategy.
- That being eligible for the Pupil Premium does not equate to low attainment or low 'ability'.
- The Pupil Premium grant should be one part of a whole school strategy to tackle educational disadvantage. It is the many thousands of interactions through a student's school career that shape their outcomes, not just interventions funded by the Pupil Premium.

Leadership, culture and values

- A defining issue for successful schools is the quality of leadership, culture and ethos. Values need to be much more than a series of statements on a school website. Strategy statements for tackling educational disadvantage need to be alive and explicit in school classrooms, corridors and canteens.
- It is important that all staff in school understand the school's strategy for tackling educational disadvantage and their role within it. All staff must feel a sense of ownership and 'buy' in. This includes all pupil-facing roles, not just teachers and other classroom practitioners.
- Schools should not overly focus on accountability targets to shape their strategy. This is particularly important with regards to 'narrowing the gap', which sets limits on what disadvantaged pupils can achieve. A narrow gap can be a poor proxy for success, particularly if attainment is low overall.

- The focus should be on raising the attainment and improving opportunity for disadvantaged pupils.
- Middle leadership buy-in and ownership are critical to sustain and embed strategies.
- Be wary of narrowing curriculum, reducing the learning opportunities of pupils who may have fewer learning experiences outside school.
- It is important that performance data for disadvantaged pupils is shared and understood across the school. Information about how well disadvantaged pupils are doing across school, in subjects, in attendance and other key outcomes should understood by all teaching and learning staff.
- It is critical that teachers understand the best available evidence about how best to tackle educational advantage and create successful, independent learners. For example, through collaborative learning, improving oral language, an academic curriculum, through collaborative learning, metacognition, self-regulation and high-quality feedback. Avoid superficial strategies such as making books first, stickers on books, or simplistic seating arrangements based on labels.
- Structural changes should be put in place to enable stronger relationships between pupils and adults.
- A high turnover of staff may disproportionately impact on the most disadvantaged pupils. Staff retention and wellbeing should be a priority.
- Evaluate whether disadvantaged pupils are sufficiently taking part in wider school life, including extra-curricular activities, sports clubs, musical productions and other opportunities. Research from the Sutton Trust suggests disadvantaged pupils are less likely to participate in extra-curricular activities compared with their more fortunate peers.
- Consider carefully where Pupil Premium funding is spent. Avoid 'intervention heavy' strategies where spending is loaded towards upper Key Stage 2 or Key Stage 4. A culture of both 'keep up' and 'catch up', with early intervention should help schools avoid being 'cohort vulnerable'.

Key questions

- Do disadvantaged pupils play an active, visible part in wider school life?
- Do disadvantaged pupils feel a sense of belonging at school?
- What do disadvantaged pupils say about their relationships with adults at the school?

"Inclusivity lies at the centre of Portchester Community School; a smaller than average secondary school located very close to the boundary of two education authorities. The school is driven by a deep desire to ensure that all students, irrespective of their starting points, are able to be successful learners, confident individuals and responsible citizens. Firmly grounded in the belief that 'one size does not fit all', our disadvantaged strategy focuses on students as individuals, with interventions being personalised to ensure they are meaningful. This is of particular importance as the school attracts students from a plethora of primary schools, experiences relatively high levels of 'in year admissions' and has a resourced provision for students with physical disabilities, several of whom are disadvantaged." – PORTCHESTER COMMUNITY SCHOOL

"House leaders and tutors need to ensure that they know their tutees and house members, taking the time to discuss their 'lives' with the pupils, ensuring that there is a good understanding of the pupils' homes, thus ensuring that all pupils are planned for outside the classroom and interventions implemented if needed." – PURBROOK PARK SCHOOL

High expectations

- High expectations are critical to the success of disadvantaged learners. It is important that the label does not become limiting.
- Robust self-evaluation is required to determine whether high expectations are embedded. One of the best measures of high expectations is whether disadvantaged students get equitable access to the most experienced, high performing teachers and support staff.
- It is important to phase out evidence-free, limiting language which lowers expectations, such as 'low ability students'.

Key questions

- Do all teachers and support staff believe that disadvantaged pupils can attain well?
- Do disadvantaged pupils have access to high quality, well trained, well qualified staff?
- What are the expectations in lessons for groups of pupils who are low prior attainers compared with their peers?

"It was clear that the majority of disadvantaged students lacked pride in their work. Self-esteem was low and it was highlighted by the LLP that 'the quality/presentation of work was not reflecting the learning that was clearly taking place'. It was evident that both students and staff had lower expectations for our disadvantaged students. A Student Voice panel for disadvantaged students was organised in October 2017 in light of this. Student Voice feedback confirmed that disadvantaged students did have lower expectations in what was expected of them in lessons. Students stated that they took pride in their work only in specific subjects. When their work was compared with a well-presented book, all disadvantaged students expressed the desire to improve." – WARBLINGTON SCHOOL

"The challenge for The Henry Cort Community College is to ensure that although attainment benchmarks are being achieved, we buck the local and national trend of progress and ensure disadvantaged learners go on to make better than expected progress. Disadvantaged students at The Henry Cort Community College are well prepared for the next stage of their education: 87% of our disadvantaged students went into further education (85% national non) with 77% going into further education or sixth form (the national average for non-disadvantaged students is 50%) in 2016/17. This in turn means more young people are likely to become earners and increase the aspirations in the local community. Over half the students with Special Educational Needs have also been in receipt of free school meals in the last six years, meaning access to high quality teaching is essential for them to make the expected progress." – HENRY CORT SCHOOL

Understanding barriers and evidence-based strategies

- Barriers to learning can be broadly broken down into three categories:
  - Pupils and families (for example, vocabulary, oral language, access to resources, broader background subject knowledge)
  - Community (for example, transport, housing, quality of early years provision, quality of employment opportunities)
  - In-school (for example, access to high quality teaching, levels of expectations, streaming and labelling, negative perceptions of families)
- It is critical to understand the needs of disadvantaged pupils in individual school communities, otherwise strategies to tackle educational disadvantage cannot be sufficiently targets. In school variation and subject-specific barriers to learning, including subject specialists, prior learning and technical language should be considered.
- It is important to not make assumptions about disadvantaged pupils and their families, both in terms of their experiences beyond school, and the experiences of families at school themselves. Research evidence from the University of Missouri suggests that students are more likely to succeed if teachers have positive perceptions of parents.
- The language gap is one of the key causes of educational disadvantage. It is important that all pupils have access to a knowledge rich, language rich curriculum, with structured classroom discussion and talk that builds confidence and understanding, creating self-regulating, independent learners. Research evidence suggests children from less fortunate backgrounds hear fewer words compared with their more fortunate peers in their crucial early years.
- Research evidence also suggests that pupils from less fortunate backgrounds are less likely to receive positive feedback in their early years compared with their peers. The quality of feedback is critical for the most disadvantaged and vulnerable pupils. This is particularly important if they are less able to access feedback on their learning, social skills, metacognitive and self-regulation skills because of family circumstances.
- Pupil Premium funded activities must sharply target barriers to learning faced by disadvantaged pupils, in context. They should be evidence based, focused on maximising access to high quality teaching.

"A significant training focus has been placed on live marking and how this can impact on teacher workload and effectiveness of feedback in the classroom. Middle leaders have all been out to primary schools to see this in action and two teachers from English and Maths have visited an outstanding primary school in London to consider this and quality of learning environments in more detail." – CROOKHORN COMMUNITY COLLEGE

"Our strategy has focused broadly on the quality of teaching for all students and is measured through impact on outcomes for disadvantaged pupils, as well as a much more precise targeting of disadvantaged students and their families to develop parental engagement, student leadership and behaviour for learning". – PARK COMMUNITY SCHOOL

"Pupils are encouraged to discuss and raise their concerns and needs within the school life of Purbrook Park School; however, this needs to be explicit as some pupils are unaware of how to have a voice. In order to raise this at Purbrook Park School, Pupil Voice has been relaunched by a Middle leader, who has also joined EARA (Equality and Rights Advocates), creating a group of pupils who support pupils and the school community by raising standards in school and ensuring that all pupils are heard. As part of this project, we have ensured that the pupil voice panel and EARA panel have a mixture of pupils from all school subgroups, ensuring that all ideas, improvements and discussions are debated. In order to improve teaching and learning, pupils' views will be listened to, as this gives another measure to how the pupils feel within the school and how we can monitor and evaluate pupil progress." – PURBROOK PARK SCHOOL

Other key priorities in addressing barriers to learning for disadvantaged pupils:

- Ensuring that teachers have the capacity and CPD to enable them to effectively meet the needs of disadvantaged pupils.
- Nurture provision is used as a vehicle to get pupils attaining well in the classroom.
- Targeting improvements in dispositions towards learning of disadvantaged pupils.
- Targeting 'readiness' for next stages of life and learning such as ensuring all pupils access high quality work experience and cultural enrichment, thinking beyond narrow academic outcomes.

"We now have an insistent and persistent push with regard to increasing exposure to cultural capital. Every staff meeting, CPD session, presentation to parents and assemblies now has a link that is designed to increase students' cultural capital. Whether that is a famous piece of art, a piece of music or a Greek myth, the modelling of what is expected of staff in lessons is now modelled by the Senior Leadership team." – COVE SCHOOL

Key questions

- Do all pupils access a knowledge rich, culture rich, language rich curriculum?
- Are pupils able to articulate the process of learning?
- Are school strategies rooted in research evidence and tailored to the needs of the school community?
- Is the implementation of professional development based on research evidence? It the professional development targeted at pupil need?

Monitoring and evaluation

"High quality teaching and learning remains a fundamental priority throughout The Henry Cort Community College and programmes where middle leaders monitor and intervene is now well established. We have set up SIMs interventions to record every intervention that is taking place across the college. This has proved vital in allowing the intervention coordinator to assess the impact of intervention strategies and the cost effectiveness. It has also allowed us to cease interventions when the impact was deemed negligible compared with the cost (for example sending an attendance minibus out to pick up students with poor attendance). Feedback from staff meetings has been incredibly positive and ensuring we continue to keep these students high on our agenda will only lead to improved outcomes." – HENRY CORT SCHOOL

- Avoid confusing process and impact evaluation with external accountability. Monitoring and evaluation is about high-quality implementation, quality assurance and finding our whether strategies and activities work, not proving that they do. This will enable schools to deploy resources where they can maximise impact and cease high cost, high effort, low impact actions.

Mistaking improvement

How to make it look as if your improvement project has worked (Coe)

1. Wait for a bad year or choose underperforming schools to start with. Most things self-correct or revert to expectations (you can claim the credit for this).
2. Take on any initiative, and ask everyone who put effort into it whether they feel it worked. No-one wants to feel their effort was wasted.
3. Define 'improvement' in terms of perceptions and ratings of teachers. DO NOT conduct any proper assessments – they may disappoint.
4. Only study schools or teachers that recognise a problem and are prepared to take on an initiative. They'll probably improve whatever you do.
5. Conduct some kind of evaluation, but don't let the design be too good – poor quality evaluations are much more likely to show positive results.
6. If any improvement occurs in any aspect of performance, focus attention on that rather than on any areas or schools that have not improved or got worse (don't mention them!).
7. Put some effort into marketing and presentation of the school. Once you start to recruit better students, things will improve.

- If schools aim to constantly prove initiatives work, they risk mistaking school improvement.
- The key to success with high impact evaluation is to be explicit with success criteria and the timescales for achieving those successes. Schools should then hold themselves to account for whether or not those aims were achieved.
- It is important that staff involved in the delivery of activities are involved in the evaluation design, wherever possible, so they are clear about how success is measured.
- All activities should have a baseline measure, and outcome measure and, wherever possible, a control group. This provides school leaders with a more realistic understanding of the efficacy of activities.

Key questions

- Is the school's process and impact evaluation sufficiently precise and robust?
- Does the evaluation framework allow for adjustments and changes where implementation or quality is poor?

"All teachers are coached every two weeks. The focus of the coaching is on QFT and specifically the pedagogy and metacognition covered in training. The coaching spreadsheet is reviewed regularly by SLT to identify strengths and weaknesses in teaching practice to inform further training. Subject monitoring periods every term focus specifically on the quality of planning and the MTPs to ensure that the focus is learning based not task based. Key subjects in the College have a feedback and marking learning walk every week where we are really focusing on the presentation in books, and the quality of regular feedback to students and where progress is evident." – CROOKHORN COMMUNITY SCHOOL

Accountability

- The needs of disadvantaged pupils should drive school strategies and activities. Accountability targets and Ofsted judgements are an outcome of a school's strategy for tackling educational disadvantage. The aim should be depth and breadth of learning, and success in the classroom for all. This will lead to better outcomes.
- It is important for schools to value accountability to the families of disadvantaged pupils, as well as accountability to external bodies such as the DfE and Ofsted. Schools should avoid negative comments about disadvantaged pupils and their families on Pupil Premium website statements or during in-school discussions.

- Where accountability is secure, schools should look to achieve attainment plus, thinking about the destinations of their disadvantaged pupils, their readiness, the robustness of their qualifications, their self-regulation skills, their oracy, their articulacy and their confidence. By setting their school accountability measures high, accountability to external organisations acts as a success indicator, rather than success for pupils themselves.

Key questions

- What would the families of disadvantaged pupils say about the school?
- Would disadvantaged pupils recommend the school to others?

Marc Rowland, Rosendale Research School, March 2018

EVIDENCE SOURCES AND FURTHER READING

Strategic planning and impact evaluation tools

Education Endowment Foundation Toolkit, Families of Schools Database and DIY Evaluation Toolkit: https://educationendowmentfoundation.org.uk/

Sir John Dunford – Pupil Premium Champion: https://johndunfordconsulting.co.uk/2015/08/29/the-pupil-premium-journey-lessons-learned-during- two-years-as-national-pp-champion/

Professor Rob Coe – Improving Education: http://www.cem.org/attachments/publications/ImprovingEducation2013.pdf

Communication Trust – A Generation Adrift (oral language): https://www.thecommunicationtrust.org.uk/media/31961/tct_genadrift.pdf

Marc Rowland – A Practical Guide to the Pupil Premium, Learning Without Labels: https://marcrowland.wordpress.com/resources/

IEE York Best Evidence in Brief – Preventing Drop Out in Secondary Schools: http://www.beib.org.uk/2017/10/new-wwc-practice-guide-on-preventing- dropout-in-secondary-schools/

Evidence based classroom practice to support better outcomes for vulnerable learners

Professor Becky Francis – Best Practice in Grouping Pupils: http://www.ucl.ac.uk/ioe/departments-centres/centres/groupingstudents

Rob Webster – The SENSE Study, Maximising the Impact of Teaching Assistants: http://maximisingtas.co.uk/research/the-sense-study.php / http://maximisingtas.co.uk/

Professor Courtenay Norbury – Developmental Language Disorder: http://www.ucl.ac.uk/pals/pals-news/courtenay-norbury-research-child- language-disorders

Voice21 (Oral language): https://www.voice21.org/

Supporting Spoken Language in the Classroom: http://www.ucl.ac.uk/ioe/departments-centres/centres/centre-for-inclusive-education/supporting- spoken-language-in-the-classroom

Dialogic Teaching Evaluation Report: https://educationendowmentfoundation.org.uk/ our-work/projects/dialogic-teaching/

Education Endowment Foundation – Metacognition (a more detailed themed report will be published shortly): https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/

Families and aspirations

University of Missouri – Students more likely to succeed if teachers have a positive perception of parents: https://phys.org/news/2017-02-students-teachers-positive-perceptions-parents.html

Dr Sam Baars – The Pitfalls of the Aspiration Raising Agenda: http://sambaars.com/white-working-class-boys-in-the-neoliberal-meritocracy-the-pitfalls-of- the-aspiration-raising-agenda/

Education Endowment Foundation – Aspiration Raising Strategies: https://educationendowmentfoundation.org.uk/resources/teaching-learning- toolkit/aspiration-interventions/

Sutton Trust – Pupils Miss Out on Life Skills: https://www.suttontrust.com/newsarchive/life-skills-press-release/

Methodology

Participation in this programme enabled access to:

- An initial launch event for schools on best practice with the Pupil Premium, including national and local contributors. This included a key focus on evidence-based practice.
- Robust self-evaluation by schools.
- Agreeing a schedule for school visits by the Rosendale Research School and HIAS advisers.
- Half day visits to participating schools by Rosendale Research School and HIAS colleagues, plus visit report.
- Identification of school themes and subsequent input from national expertise including Rob Webster, Dr Becky Taylor, James Richardson, David Bartram OBE and Ellie Mulchy.
- A half day follow up visit in each school followed by a mini Pupil Premium review report
- A 'wrap-up' Sharing Learning / Dissemination conference open to all Hampshire schools, to include presentation of case studies national good practice for vulnerable learners,
- Final whole school impact analysis and LA performance data analysis.
- Full publication on maximising the achievement of disadvantaged learners.

PUPIL PREMIUM CASE STUDY:

Aldworth School

Disadvantaged Student Case Study Review 2018

'Respect, Endeavour, Achieve'

The journey

Since my arrival at Aldworth School, my primary aim has been to raise the profile of supporting disadvantaged students with all members of staff to ensure that every student, no matter what their situation, receives the best provision that we can offer. At the start this was very slow as there had been little direction for members of staff, parents and students as to how best to support these vulnerable learners. Members of staff were unsure as to the support they could offer, students were unaware of additional support and funding available to support their learning and parents failed to ask for help due to the apparent 'stigma' behind the term 'Pupil Premium'. I set out to change this immediately.

PHASE 1 – Engaging parents and students

Initially demonstrating to parents that we are here to support them and their children is of paramount importance. A letter was sent out to all Pupil Premium parents explaining the term and how we could support them as a school through additional learning opportunities, focused enhancements, mentoring and financial support where required. This was received with great appreciation and almost immediately parents started approaching us for support. The young people we work with understood that they were entitled to this support and welcomed the help on offer. The fear of asking for help was at last fading.

PHASE 2 – Engaging staff

Teachers had little knowledge of how to support vulnerable learners and in some cases 'why?' we need to support them. A significant amount of training to change this mindset was embarked upon immediately. Most staff embraced the training and we started to develop our support for all students.

PHASE 3 – Evaluating progress

Recipe:

- Training for all
- Better understanding from staff
- Co-operative parents
- Students who want to be helped

Method: Mix all ingredients together = SUCCESS!!!! Right? Think again.

Having the right elements in place is only part of the success. As a school we were well on the way to improving the support we offered our disadvantaged students, but we had a long journey ahead. It was stark reality that when monitoring and evaluating the progress at this point, it was in fact more about checking that staff were doing what was expected, which impacted on our ability to quality assure the provision.

PHASE 4 – Identification of areas of need

We were keen to be part of this programme with a view to seeking ideas and methods of how to engage staff to enrich the learning experience of our students. Quickly it was apparent that we were not alone in our difficulties and in fact many other schools were experiencing the same as us. Listening to the presentations and information from others helped considerably. The needs analysis process from Marc and his team, whilst hard to hear on occasions, certainly focused our attention on key areas. We were then able to try new initiatives that were proven to make a difference.

"A teacher ignites the fire that fuels a student's thirst for knowledge, curiosity and wisdom."

PHASE 5 – Quality first teaching

This is paramount to ensuring that our learners are accessing the best teaching. Ninety percent of learning happens in the classroom with their specialist subject teacher. We significantly reduced the number of small group sessions that occurred and put students back into the classroom to learn where the knowledge was best. Training our teachers to be equipped for supporting all learners made a significant difference in conjunction with ensuring that all disadvantaged pupils were being taught in the correct teaching groups. Historically over time, poorly behaved disadvantaged students had progressively dropped down teaching sets so behaviour became more of a focus for them rather than learning. This was quickly rectified by my checking of all teaching groups and moving students to where their prior data suggested they should be. Students started to see that we believed in their ability and focused more on learning and less on behaviour.

PHASE 6 – Quality of planning

A key part to ensuring that the correct provision was in place during lessons was looking at planning. Using a structured format, all teachers now plan thoroughly for all learners which can be seen clearly on the plans they teach from. Our teachers teach well, that is not in question, however we needed to deepen the focus and ensure that our most vulnerable learners learn to the best of their abilities.

PHASE 7 – Impact of the programme

Whilst we have made huge strides of progress with supporting our vulnerable learners, we still strive to be better. This is a journey. Key differences have been noted as a result of visits from Marc, his team and the Local Authority.

- Our strategy for improving outcomes for learners has shifted significantly, working towards better planning, learning, assessment, quality assurance and accountability.
- Work still needs to be done on capacity building and upskilling, but we have made significant improvements.
- With the introduction of teaching triads from a teaching and learning perspective, we have been able to demonstrate best practice to all of our teachers through observing those who model excellent examples of support. These cover a wide range of methods of teaching which is helpful to those teachers needing a bit more guidance.
- As a Senior Leadership Team there is a much greater focus on the classroom as the focus for tackling educational disadvantage.
- We continued to develop a robust impact evaluation process in order to be able to challenge where things are not working and make appropriate change.
- Pupil Premium attendance and punctuality is improving as students are wanting to attend school more readily.
- In September 2017 I introduced a flexible learning space called the ‘Flexipod’ for our particularly vulnerable students. The introduction of this provision has been significant in the increase in attendance of this group of students and any other students who may use this provision
- We have a greater number of disadvantaged students’ parents attending parents evenings to help support their children.
- Current data projections suggest that the progress gap is closing across year groups.
- There is a greater uptake of extra-curricular activities from disadvantaged students across all year groups than before.

Whilst we have made some significant improvements, it is our duty to ensure that we continue to strive to make a difference to these young people. This strategy needs to be consistently implemented, monitored, evidenced and reviewed to ensure the highest quality of learning and opportunities are maintained.

Jo Kemp, Assistant Headteacher, March 2018

PUPIL PREMIUM CASE STUDY:

Cove School

'Attempt – Review – Refine – Impact'

Key themes and context

Cove School is a mixed community school in the urban environment of Farnborough, Hampshire with approximately 975 students on roll. Approximately a quarter of these are eligible for the Pupil Premium. The school serves students from highly affluent backgrounds along with a significant number from a large estate that is significantly local authority social housing. The gap between student experiences is wide because of this fact.

Ofsted 2014[1] stated: "Extra government funding to help students at risk of not doing well is not used effectively to ensure they achieve as well as other groups of students. Staff expectations of what these students can achieve are too low. Learning is not always stimulating and does not regularly build well on students' existing knowledge and skills." Turbulence in leadership of PP standards until 2016 saw very little progress in this area.

Since 2016 the key themes have been:

- Control and ring-fencing of the allocated funds
- Accelerated reader
- Learning mentors targeted at raising the attainment, aspiration and wellbeing of disadvantaged pupils
- Drive to raise the quality of teaching and learning
- Embedding and awareness raising of cultural capital
- Enrichment and wider school participation of disadvantaged students

Key actions implemented in September 2016

Attempt

Being fairly green with regard to experience of the world of how best to spend our Pupil Premium grant, there had to be a starting point. I started by establishing a breakdown of what money we had as a grant and where the money had actually been spent over the course of the last academic year. This then allowed me to break the funds down into cost centres, for example trips, resources, alternative provision, staffing and so on. This then allowed me to introduce a tracking document to implement two things:

1. To ensure we knew exactly where all of the money was accounted for.
2. To know exactly *how* we were spending the money and the impact it was having on which students.

Once this financial tracking was in place, there then followed a fairly controlled scattergun approach to the different strategies we would choose to use, with a review planned at the end of the year, to keep, improve or eliminate as appropriate.

Reading the plethora of information regarding best use of the Pupil Premium grant, the use of Reading Programmes kept being highlighted to me. The EEF[2] toolkit shows the impact of this along with DfE research projects. This led us to adopt the Accelerated Reader Programme as an intervention for the disadvantaged students who were weaker readers. Learning walks and quality of written communication in books highlighted to us that students were finding accessing the literacy demands of the curriculum a challenge. We started with students who were in KS3 who had below expectation literacy levels at KS2. For one lesson a week they were withdrawn from one of their English lessons to receive additional support. We saw some rapid gains in student literacy – with students gaining on the whole months of reading age above their chronological increase.

We took a two pronged approach towards welfare, advocates and the learning mentors. Each disadvantaged student was allocated a member of staff (mostly non-teaching, including office based) to be known as their advocate. They checked in with them once per term to check their attitudes to school, equipment needs and any issues that needed resolving. From the evidence gathered, we were then able to share this with teachers, canteen staff etc so that they had a greater understanding of the needs of the students. The learning mentor provided withdrawal sessions to support with learning and coursework improvements for Year 11 students. She had a skillset linked to drama and supported the disadvantaged students in their class alongside the teacher, setting deadlines for coursework and providing additional support in lessons with choreography and close feedback for improvement.

Teachers were not always fully aware of who their disadvantaged learners were in their classrooms and what specific support they may require alongside good quality first-teaching in order to push them on further. We introduced student profiles. The information gathered from Fischer Family Trust[3], such as attendance at primary school, number of school moves etc was linked with Hattie's research[4] and the EEF[2] toolkit to provide strategies for the teaching staff to help unpick the barriers to learning in their classroom. We were able to see colleagues using these to help plan and deliver lessons that ensured that their disadvantaged pupils were kept up to date with their learning.

Review – summer term 2016

We were fortunate to have the project visit in the summer term to help in the review of the progress we had made.

The advocate system had some strengths but unfortunately some staff struggled to meet their students and it became a chore for them and a paper pushing exercise. Where it was working, however, students did say that they were feeling more confident, supported and making better progress in lessons. We found that some students needed to have more frequent sessions with their advocate whereas for others the standard support from their usual form tutor was sufficient.

We extended the Accelerated Reader across the whole school on a phased approach. The success showed that all students on the programme made rapid gains, with the disadvantaged pupils making better progress than their peers. This coincided with a demand for more structured tutor time and the promotion of reading was deemed to be a good use of this time.

The in-class support in drama paid dividends, with the progress for disadvantaged students in 2017 being higher than their peers. The project review highlighted the importance of first-hand experience of high quality teaching being critical, reducing withdrawal from class. This is evident here, so rather than the learning mentors withdrawing the students for one-to-one sessions, they now sit and model good learning, supporting in lessons. Any one-to-one support is done outside normal lesson time.

Refine – building on feedback and lessons learnt

The project review, along with our own reflections, highlighted two key areas for development:

1. To not only secure quality teachers, but to retain and continue to develop the staff body.
2. To improve the exposure of students to 'cultural capital'.

A new Assistant Headteacher with the responsibility of reinvigorating Teaching and Learning and staff CPD started in September. She has grabbed the bull by the horns and supported continuous development of staff through a bespoke CPD package. Staff are offered a recruitment and retention package in shortage subjects to retain quality members of current staff and recruit quality new members of staff. This is starting to show in English and Maths where recruitment is good and in Maths results are improving.

Three learning mentors, each one specialising in either English, Science and Maths, were recruited. They have been deployed in key classes of students in both KS3 and KS4 to sit with and model what good learning should look like, and provide additional support, so that they enhance the high quality first teaching experience of the students. They also provide additional support outside lesson time for the key students in Year 11 that they are supporting in class. In order to give teachers, mentors and advocates more detailed information, we introduced the GL assessment PASS survey. This identified much more detailed information about the students and gave specific strategies to support them. This also provided a tool to monitor specifically the impact of what traditionally would have been classified as 'soft data'.

We now have an insistent and persistent push with regard to increasing exposure to cultural capital. Every staff meeting, CPD session, presentation to parents and assembly now has a link that is designed to increase students' cultural capital. Whether that is a famous piece of art, a piece of music or a Greek myth, the modelling of what is expected of staff in lessons is now modelled by the Senior Leadership team.

This is coupled with a relentless approach to exposing disadvantaged students to co-curricular experiences. We enrolled a group of the most able disadvantaged students onto the Brilliant Club's 'The Scholars Programme'[5]. Working with a PhD researcher, the students delivered an assignment on Emperor Augustus which was marked using university criteria. They attended a graduation ceremony at the University of Southampton. Alongside this we have been working with the Hampshire Cultural Trust[6] on their '100 Thank Yous'. The main aims of the project are to commemorate the end of WW1 and the Gurkha contribution, whilst also promoting and supporting participation in museums and local history. To date, the students have interviewed Gurkha soldiers, learnt new photography skills and explored this creative skill, the result being a tapestry displaying all their pictures. Working with Higher Education Outreach Network (HEON)[7] we have taken several disadvantaged students from KS3 and KS4 to universities and sixth form colleges. At these events the students have experienced taster subjects, talked with student ambassadors and generally have experienced what life would be like for them in post-compulsory education. The feedback from the students has been very positive from these trips where the majority of students would now consider attending a university as an option not previously thought achievable.

Impact

In terms of how this has impacted over the last 18 months, the disadvantaged progress 8 score has improved by 0.25, whilst their peers have remained fairly static. Whilst it is not yet where it would be deemed adequate, this is a sign of the improvement in focus on these students being made. In the most recent Ofsted[8] report, the impact on students was noted they said that:

- Their awareness of spiritual, moral, social and cultural issues is good.
- Teaching is improving as staff are supported to develop their skills. Professional development is relevant and practical, and collaboration with other schools is encouraged.
- We are making sure that progress improves by extending the already effective range of support for disadvantaged pupils' personal and learning needs.
- Examples of things that are now well underway and improving achievement, but were not happening in the past, include:
  - Intensive support swings into place for any weak readers, especially those pupils eligible for catch-up funds contributing to extra English and/or Maths
  - All pupils' reading ages are assessed regularly
  - The huge push on improving pupils' reading and writing, an issue raised in the previous inspection report, has not been in place long enough to have benefited all ages. It has already made a big difference to some disadvantaged pupils' reading and confidence.
- Teachers have detailed information about every child they teach, whatever their individual learning needs, so they can give helpful advice on how best to support them.
- Additional funds for disadvantaged pupils and those who have special educational needs and/or disabilities are spent carefully and wisely – all pupils attending off-site provision follow courses towards basic qualifications.
- Already, some of these most able disadvantaged pupils are visiting universities for extra input in science, for example.
- The Interim Executive board probes finances in depth, checking, for example, whether funding allocated for disadvantaged pupils made the difference expected and whether it was also good value for money per head.
- Learning support assistants, supporting pupils who have special educational needs and/or disabilities or those who are disadvantaged, are skilful at knowing when to offer help and when to stand back.
- Much has been put in place to use the funds for disadvantaged pupils effectively, with examples of very good outcomes already evident. Graduates with relevant expertise support teachers by working with one or two disadvantaged pupils, encouragingly guiding them through the work and checking their notes are clear. Other pupils' approach to lessons is transformed by being given all the correct uniform and breakfast in school every day.

Working with groups like HEON, Hampshire Cultural Trust and the Brilliant Club have also been central to narrowing the gap in wider life experience, along with enhanced funding for disadvantaged students taking part in trips and visits, including overseas residential.

There is still a lot of work to do, but the school is on a journey to address these issues. The support of the project has been invaluable in guiding our thinking and direction with support of the disadvantaged students. Please feel free to contact us to talk about what we have done- we are still learning, so if there is anything you feel we could benefit from, please let us know.

Matt Wildsmith, Assistant Headteacher, Cove School 2018

FURTHER READING

1. https://reports.ofsted.gov.uk/provider/files/2388289/urn/116446.pdf
2. https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/reading-comprehension-strategies/
3. https://fftaspire.org/Help/HelpAndGuidanceDocuments/PDF/FFT_Aspire_Student_Explorer_KS4 (Page 8)
4. Hattie, John. *Visible Learning for Teachers: Maximizing Impact on Learning.* London: Routledge, 2012
5. http://www.thebrilliantclub.org
6. https://www.hampshireculturaltrust.org.uk/100-thank-yous
7. http://www.heon.org.uk
8. https://reports.ofsted.gov.uk/provider/files/2730971/urn/116446.pdf

PUPIL PREMIUM CASE STUDY:

Crestwood Community School

Disadvantaged Pupils Self Evaluation

Autumn 2017 (update March 2018)

Disadvantaged cohort

The profile of our disadvantaged cohort is as below:

		Year 7	Year 8	Year 9	Year 10	Year 11	TOTAL
	Cherbourg	38 41%	30 38%	28 39%	25 34%	32 43%	153 39%
Disadvantaged	Shakespeare	34 30%	49 36%	58 37%	38 27%	43 34%	222 33%
	TOTAL	**72 35%**	**79 36%**	**86 38%**	**63 30%**	**75 37%**	**375 35%**

Key students are identified based on data analysis and are a priority for bespoke packages of intervention tailored to their needs.

- Of the 16 key Year 11 students identified at Cherbourg, 55% of them are disadvantaged students.
- Of the 21 key Year 11 students identified at Shakespeare, 30% of them are disadvantaged students.
- Of the 10 key Year 10 students identified at Cherbourg, 50% of them are disadvantaged students.
- Of the 10 key Year 10 students identified at Shakespeare, 40% of them are disadvantaged students.
- Of the 9 key Year 9 students identified at Cherbourg, 44% of them are disadvantaged students.
- Of the 16 key Year 9 students identified at Shakespeare, 50% of them are disadvantaged students.
- Of the 9 key Year 8 students identified at Cherbourg, 56% of them are disadvantaged students.
- Of the 10 key Year 8 students identified at Cherbourg, 70% of them are disadvantaged students.

This identifies that across the majority of year groups, a higher percentage of disadvantaged students are accessing bespoke packages of intervention when compared with the overall disadvantaged profiles of all year groups.

Briefly describe your disadvantaged strategy

1. Quality first teaching
2. Targeted and bespoke support for disadvantaged students
3. In depth performance analysis and QA prioritising performance of disadvantaged students

How well embedded is your disadvantaged strategy? Is it understood by all staff and governors? How do you know?

Whole school intervention priority students are identified to staff following each round of performance analysis. This is reinforced through all classroom based staff clearly identifying and prioritising disadvantaged students. SLT Intervention Lead coordinates bespoke packages of intervention across all year groups with prioritised support for disadvantaged students. All levels of middle leadership are held to account for the performance and monitoring of disadvantaged students across the school and within their teams. Performance analysis is reviewed by the governors through the Achievement sub-committee. Teaching staff performance management objectives are focused on student performance, including key groups.

To what extent is your disadvantaged strategy and activity evidence based?

Our work with Marc Rowland (Hampshire Disadvantaged Project 2017-18) confirms the strength and the evidence available identifying the impact of our strategy. Data analysis confirms a four-year trend of a narrowing gap between the performance of our disadvantaged and non-disadvantaged students.

Subject leaders are required to provide evidence of the impact of intervention through scrutiny panels ongoing through the academic year. Year leaders are required to review performance of their cohort, including key groups, on at least a termly basis. SLT undertake regular performance analysis to evaluate key student performance and identify further students in need of intervention. Student voice activities provide evidence of their perceptions and help us gauge how students are benefiting from intervention.

Is the disadvantaged strategy integrated into senior and middle leader roles? Is there sufficient leadership capacity to monitor, evaluate and quality assure PP funded activity?

Disadvantaged students and discussion is ongoing throughout all QA and monitoring activity between SLT and MLT. Governors scrutinise student performance. Middle leaders are held to account for student performance including key groups and consequently monitor performance of their teams. Termly evaluation of key intervention activity is undertaken by the SLT AHT responsible for intervention.

Have you identified barriers to learning for disadvantaged learners at pupil, school and community level?

- Low aspiration amongst students and parents (Eastleigh is identified as an area of significant social deprivation and within the second quintile of the most deprived areas in Hampshire)
- Student attendance
- Lack of physical space to undertake study outside school
- Parental engagement

How is the disadvantaged strategy used to help overcome these barriers?

1. Intervention packages are no longer a blanket approach but are tailored to student need. The Intervention Database captures all intervention accessed by our students, for example one-to-one Maths tutoring. Key students have mentors identified from SLT, MLT and teaching staff. The school has accessed the Southern University funding specifically aimed at raising aspirations. All student performance targets are highly aspirational. Key Year 11 students are interviewed through the English and Maths summit process to raise aspirations. RAP meetings provide ongoing monitoring and scrutiny of key and underperforming students to target intervention to enhance performance. All disadvantaged students receive prioritised careers interviews from Hampshire Careers Service. Based on the current destination data available from our post-16 providers, 89% of our disadvantaged cohort last year have secured places in post-16 education/apprenticeships. One further student has left the area and three students were educated through the Bridge Education Centre. Data is being sought for our remaining disadvantaged students.
2. There is a significant team targeting attendance of students. Attendance has improved across all groups of students in comparison with last year.
3. All Year 11 students have the opportunity to access school resources and facilities through ‘Place to Learn’. This operates from 4–7pm on Monday and Tuesday on the Cherbourg campus and 5–9pm on Wednesday and Thursday on the Shakespeare campus. It is staffed by teachers. See the case study below. Examples of this within Key Stage 3 included our Student Tutoring scheme and Maths Ambassadors.
4. Bespoke evenings are organised to target key students and parents within year 10 and 11. These are used to review performance and identify key actions and intervention. The school has a designated Parental Support Officer who liaises and engages with our hardest to reach parents.

How does the school’s curriculum build cultural literacy for disadvantaged students?

Fundamental British Values are embedded into PDL and EP lessons and our assembly programme. Disadvantaged students are subsidised to support attendance of trips to broaden their horizons. Disadvantaged students are prioritised for participation in the Learn With Us programme.

Briefly describe the outcomes for disadvantaged pupil at each stage. Are there any strengths or weaknesses to be aware of?

There is a four-year improving trend in diminishing the gap between the performance of disadvantaged and non-disadvantaged students:

Achievement trends over time

Progress 8 outcomes for disadvantaged students (pre-Sept 2016 school expansion)

2015	2016	2017*
-0.65	-0.56	0.43*

+2017 leaver data not directly comparable with previous trend due to the September 2016 school expansion following the closure of a nearby school, with student population growing from 700 to 1,000, including an increased proportion of students eligible for Pupil Premium support. Excludes severe outliers.

(See separate data sheets)

What evidence do you have that all staff have high expectations of all students, regardless of background or barrier to learning?

During lesson observations, work scrutiny, student interviews and other quality assurance, disadvantaged pupils are a key focus group. Student performance targets are highly aspirational and staff are held to account for students' performance against these. QA and student voice activities confirm this.

In our student voice survey (December 2017) of disadvantaged students across all years, students felt that staff had high expectations of them with English and Maths coming out as particularly strong for positive challenge. The core also came out most favourably in the quality of feedback that students receive.

How well do disadvantaged students take part in wider school life? How do you know?

93% of disadvantaged students in Year 11 regularly access additional support from English, Maths and Science each week. A third of students that attend enhancement sessions for option subjects on Wednesday and Friday are disadvantaged.

See the Place to Learn case study for disadvantaged students' participation in this additional opportunity.

Student participation in after school activities is a positive feature of Crestwood life. Our disadvantaged students' participation is also positive. In a snapshot analysis (December 2017) participation rates for our disadvantaged students were:

- Trampolining – 37% of 61 students, both sites (Years 7-10)
- Football – 32% of 59 students (Years 7-10)
- Art – 67% of 9 students (Year 9)
- Basketball – 36% of 33 students, Cherbourg (Years 7-10)
- Science Club – 22.5% of 31 students, both sites (Years 7-10)

In response to the student voice survey (December 2017) over 85% of the disadvantaged students surveyed confirmed attendance at after school/enrichment activities.

How does disadvantaged funded activity work towards achieving the school's overarching school improvement aims?

The overarching priority of our 2017-18 SIP is diminishing differences. Improving the performance of key groups of students including disadvantaged is embedded into priority 1 of our current SIP. Identifying key students and developing bespoke intervention packages to enhance their performance is embedded into the current SIP.

Impact of intervention is undertaken on a termly basis and following each data drop for each year group.

Case studies

Maths Ambassadors (KS3 case study)

Maths Ambassadors is a programme of peer tutoring and support for Year 7 and 8 students identified as at risk of numeracy difficulties and/or underperforming in Maths. It provides an additional opportunity for students to work on their Maths.

2016-17: Eleven Year 8 students took part, of which three were disadvantaged. Seven Year 7 students took part, of which four were disadvantaged. A control group of ten students who were not involved in the scheme was established and was used to monitor and evaluate the impact of the scheme.

Average level of progress for all students was 1 1/3 grades of progress. Average level of progress for disadvantaged students matched this at 1 1/3 grades of progress. The average level of progress for the control group for all students was 0.83 grades of progress with the average level of progress for disadvantaged students in the control group of 0.66 grades of progress.

The current cohort in Year 7 is 15 students of which six are disadvantaged.

Science residential and one-to-one external tuition (KS4 case study)

Nineteen disadvantaged students took part in a Science revision weekend prior to their exams. They were identified as students at risk of not achieving their target or predicted grades without additional intervention. Based on analysis of the cohort who attended the residential land the rest of the year group students achieving one Science at A*-C was 20% higher for those that attended the booster weekend. It was 15% higher for students achieving two Sciences at A*-C. The progress 8 score for the students that attended the weekend averaged to -0.07 compared with -0.53 for Science and -0.41 for Additional Science.

Student BB who attended the weekend secured his target grade of C in Additional Science – he had previously been predicted a grade D prior to the residential. Student CG, a triple science student, secured his targets of grade B following attendance of the residential.

Student CG also undertook an eight-week programme of additional Science boosters with an external tutor. Student CR undertook the same bespoke package of intervention including attendance at the residential and secured her target grades in Triple Science.

Maths residential (KS 4 case study)

Sixteen students attended the Maths residential with 85% of the students attending securing an A*-C in Maths (4+) compared with a cohort achievement of 62%. 46% of the students attending achieved or exceeded their P8 target having been at risk of not achieving this.

Student BB also attended the Maths residential and a follow-up day and secured his target of a grade 5 having been at risk of not achieving this earlier in the year.

Student feedback identified all students as feeling more positive in the approach to their exams as a result of attending the booster sessions.

Student DQ individual KS4 case study

Student DQ had an EHCP for speech, language and communication needs and he was also part of the dyslexia provision. A bespoke package of intervention was developed providing:

- One-to-one 75m booster intervention ipo Ethics x1 fortnightly
- One-to-one 75m Maths booster intervention ipo ICT x1 fortnightly
- One-to-one Academic Mentoring ipo ICT x1 fortnightly
- After-school provision (taxi picking him up at 3.50pm Monday-Wednesday, rather than at 2.50pm).
- Enhanced parental contact between learning support and parents
- Visual timetable
- Oversight of Local Authority Communication and Language Team
- Access Arrangements for reader, scribe, extra time and prompt

- Withdrawn from one option block (Business Studies) for additional time to work on Core subjects in Learning Support
- Increased CSA support in lessons
- Use of a school-bought iPad for in school and at home

He exceeded P8 targets in six out of eight subjects including English (Language and Literature) and met his target in one out of eight subjects. His English Language and Science were a grade above expected progress and his English Literature result was 3 grades above. His overall P8 score was +1.23, securing the greatest progress of any boy on our Shakespeare campus.

Extensive intervention saw his attainment 8 average increase from A8 (Autumn) of +2.09 to (Spring) +4.09 and actual results of +12.09. His progress 8 score increased from P8 (Autumn) +0.21 to (Spring) +0.41 and actual results of +1.23.

Student PS individual KS4 case study

This student undertook significant work with the Intervention Manager. A programme including a one-to-one mentor, parental reviews, oversight of English and Maths progress, additional revision guides in Maths and Science and one-to-one tuition at Place to Learn. Performance in English Language and Literature exceeded P8 targets. A further six subjects were passed in line with P8 targets. Of the four subjects that student PS was identified of at risk of not meeting target, three were secured in line with expected progress having been at risk of not being earlier in the year and prior to the work undertaken by the Intervention Manager.

The impact of intervention was evident as her attainment 8 average increased from A8 (Autumn) of -15.27 to (Spring) +3.23 and actual results of +15.23. Her progress 8 score increased from P8 (Autumn) -1.53 to (Spring) +0.32 and actual results of +1.52.

PS secured the greatest progress of any female student on our Cherbourg campus securing an overall P8 score of +1.52.

Student tutors (KS3 case study)

Key students in Year 8 and 9 are targeted for intervention in English and/or Maths and/or Science through a peer tutoring scheme with Year 10 students. Year 10 students are matched to students based on analysis of their performance data to identify subject strengths. Eleven of the 12 disadvantaged key students in Year 8 take part in this scheme. Seven of the 12 disadvantaged students in Year 9 take part in this scheme.

Initial feedback (LLP visit November 2017) confirmed students' positive evaluation of this experience/scheme.

Student evaluations (December 2017) identified positive perceptions on how the scheme has been helpful, boosted confidence and supported progress in the targeted subjects amongst Year 8 and 9 key students. Students' evaluations identify that they feel the scheme is helping them within and beyond their target subjects.

Analysis of the latest performance data identifies seven of the 11 disadvantaged students within Year 8 as making at least 0.5 grade's progress within their target subjects across the first term. Eg Student EP has made 0.5 grade's progress in Science (her target subject). Student LW has made one grade's progress in English and 0.5 grade's progress in Science. Student JH has made 1 grade's progress in English and 0.5 in Science thus confirming the impact of the scheme. Student NS had been below expected progress in Maths but tutoring has supported him enhancing performance to expected progress. Student AE has moved to at least expected progress in his target subjects and has moved off the programme.

Place to Learn (KS4 case study)

One of the major barriers to learning we have identified for disadvantaged students is the lack of a physical space to actually study in relative peace and quiet. To combat this we have offered Place to Learn – the Library is open on both sites (Cherbourg on Monday and Tuesday from 4-7pm and Shakespeare on Wednesday and Thursday from 5-9pm) with a teacher on hand at all time and the full use of IT facilities. Food and drink is provided free of charge and advice is on offer from other staff on a drop in basis. As you can see, a significant proportion of those attending Place to Learn are from our disadvantaged cohort in Year 11. On average, from the sample of registers collected on selected days, 31% of pupils who attended PTL on the days selected were from a disadvantaged background – this compares favourably with the overall percentage of disadvantaged students in the year group.

Data analysis confirms students closing the P8 gap. Cherbourg: Student MS (+0.4), Student LH (+0.3) closer to their P8 target score and Shakespeare: Student AE (+0.26) Student TH (+0.2) and BC (+0.3). These students have regularly used Place to Learn and this is helping enhance P8 scores.

EVIDENCE

Intervention Database

SIP 2017-18

Scrutiny Panel Minutes

SL & YL SEFs

Governors' Minutes

Pupil Premium Annual Report

Case Studies

Student Voice Evaluation

Attendance data and trends

M Rowland Reports

SLT QA

Student data at cohort and individual level to support case studies including 4Matrix Analysis

PUPIL PREMIUM CASE STUDY:

Crookhorn College

Context and key themes

At Crookhorn College we believe passionately that high quality educational and enrichment opportunities should be available to all students, irrespective of their background. We strive to be a truly inclusive college and place great emphasis on supporting all students to reach their true potential. As such we deploy our Pupil Premium funding carefully, and regularly monitor its impact and are constantly looking for new and innovative ways to achieve maximum impact. Crookhorn College is a smaller than average secondary school located in the South-East of Hampshire with approximately 33% of the student population attracting the Pupil Premium. Crookhorn draws in from a large number of primary schools, and has an above average number of Looked After and SEN students on roll.

The Pupil Premium strategy at Crookhorn is focused on three priority areas:

- A comprehensive review of current provision
- Quality First Teaching
- Building Cultural Capital

These areas of focus have been identified through interrogation of both internal and external data, research findings from organisations such as the Education Endowment Foundation and a comprehensive understanding of our students and their backgrounds.

PRIORITY 1 – Comprehensive review of current position

Actions

1. Each intervention/ job role that was funded from Pupil Premium has been scrutinised and rationalised. Expensive interventions that had limited impact have been thinned out.
2. Investment has been put into the reorganisation of the pastoral roles. Following evidence of too many exclusions for PP students, the roles of the pastoral team have been realigned to allow for faster and more effective intervention, to prevent further exclusion. This has been accompanied by an additional SLT member who focuses on behaviour, the quality of support and follow up from Heads of House (HOH). This member of SLT is also responsible for ensuring consistency of standards with regards to Heads of House and house ethos and tutor group activities to ensure the right start to each day.
3. New interventions have been put in place using in-house expertise and through volunteers that focus on positive preventative strategies – eg a Year 8 boys' dance group.
4. In preparation for each new cohort, there is a significant increase in the pre-analysis of that cohort so that the provision is correct in September rather than a term or a year later.
5. SLT are also in the process of completing the disadvantaged thinking template. The outcomes from this will be considered in light of the current strategy and steps taken accordingly.

Monitoring and evaluation

We have devised a new half-termly monitoring report in which we look in depth at Pupil Premium data overall, Pupil Premium SEN and Pupil Premium High Attainers. In this report we look at qualitative data such as exclusions and attendance as well as academic data. At SLT level we also have weekly behaviour reports and half-termly behaviour reports where we are able to track trends with regards to students and types of incident.

Impact

Attendance data currently shows that all cohorts in 2017/18 have dropped compared with the end figures for 2016/17. We are hoping to see an improvement in this over the next four months. With regards to exclusions, we had 29 exclusions last year for disadvantaged students and so far this year we have had 16. Out of the total number of exclusions so far this represents 50% which is the same as last year. In Cohort 16, last year 72% of the exclusions were disadvantaged. This year we have seen a reduction so far to 50%. This shows impact on some of the new preventative interventions that we have put in place for this cohort.

PRIORITY 2 – Quality first teaching

Actions

1. There has been significant focus on metacognitive approaches to learning. A staff training was held on this in October, February and March, re-enforcing pedagogical approaches of 'Check For Understanding' and 'Culture of Error' plus other metacognitive approaches as suggested through the Thornhill Community Academy. All staff have been given professional reading and time to do it in during training. This has focused around the above and EEF research highlighting the impact and low cost of metacognition in the classroom.
2. There has been a significant focus on the quality of the learning walls and how the classroom can be used as a learning tool, promoting metacognition. A plan is now being put into place where these are reviewed regularly and updated in line with current learning.
3. All teachers are now completing MTPs (Medium Term Plans) laying out the expected teaching and learning for the next six weeks up to the next assessment. These are live documents and annotated at the end of each lesson. We are working hard with staff currently on the 'why' with regards to importance of these. All assessments are planned on an assessment planning map before the MTPs are completed and are kept live so that there is a clear road map for each class and allows the flexibility of reteach. Progress partner meetings evaluate the MTPs (amending where necessary) and the effectiveness with regards to what has been taught and what has been learnt.
4. The MTPs require the planning of the questions a teacher wants to ask in the lesson, to really focus on the essential learning and then the stretch and challenge. This requires depth of knowledge on Blooms which again fits with the development of metacognition. The focus is not on what task will be completed but rather on what learning should occur.
5. Meetings have been stripped right down to the essentials and the College day adjusted to allow for CPT (Collaborative Planning Time) every week for all teachers with regards to MTPs. This time together enables better planning and the spreading of good practice.
6. A significant training focus has been placed on live marking and how this can impact on teacher workload and effectiveness of feedback in the classroom. Middle leaders have all been out to primary schools to see this in action and two teachers from English and Maths have visited an outstanding primary school in London to consider this and quality of learning environments in more detail.
7. There has been a significant focus on planning of inter-levered curriculums for all Middle Leaders.
8. Joint curriculum planning between Year 6 and 7 teachers as well as cross-phase staff training.
9. SLT assemblies have focused on the importance of personal responsibility with regards to learning. There is a focus on changing our ethos conversations to the quality of learning rather than just about behaviour and the House system.

Monitoring and evaluation

All teachers are coached every two weeks. The focus of the coaching is on QFT and specifically the pedagogy and metacognition covered in training. The coaching spreadsheet is reviewed regularly by SLT to identify strengths and weaknesses in teaching practice to inform further training. Subject monitoring periods every term focus specifically on the quality of planning and the MTPs to ensure that the focus is learning based rather than task based. Key subjects in the College have a feedback and marking learning walk every week where we are really focusing on the presentation in books, and the quality of regular feedback to students and where progress is evident.

Impact

Disadvantaged data for Year 11 (Cohort 13) is predicting a bigger gap on attainment BASICS 4+ than last year by -9%. However, on VA in Science we are predicting an increase of 1.5 compared with the result of last year; in languages an increase of 1.56 and in humanities an increase of 1.19. In Year 10 (Cohort 14) disadvantaged attainment BASICS 4+ is now predicted at 70% compared with 72% for non- disadvantaged and against national non-disadvantaged figures of 71% for 2017.

Feedback from recent BLINKS and visits by Marc and Victoria give a mixed picture with regards to the student's articulation of learning. Many students are now using a vocabulary about learning in class if asked directly. If you are shown round the College by them though, they will still only talk about the House system and how friendly the College is!

PRIORITY 3 – Building cultural capital

Actions

1. On Hobbies and Interests day many disadvantaged students were flagged up as having no hobby or interest. Subsequently these students have been seen and directed towards the Leadership Programme. Their progress to achieve their bronze is being overseen by SLT and they will be mentored by students who are just about to achieve or have achieved their gold leadership award status.
2. Our Personal Development and Learning Co-ordinator is targeting disadvantaged students to benefit from initiatives through the Southern Universities Network (SUN). This has already involved students from each year group having been involved in at least one SUN based enrichment activity.
3. Extensive enrichment programmes have been launched in Maths, English and Science. Deep learning days are planned for Year 9 across curriculum.
4. New Challenge Badge has been introduced, with 12 challenges all aimed at enrichment of learning.

Monitoring and evaluation

We have devised a provision map for all students charting what activities they have been offered and what activities they have attended. This can be sorted according to ability band as well, so we can easily see what our high attaining disadvantaged students have accessed or not.

All HOH now monitor who is working towards their leadership badges and who needs to be targeted to work towards this as a positive achievement.

Disadvantaged high attainers who attempt challenges on the challenge award are also being monitored.

Impact

There were four Maths and Science enrichment activities and five English enrichment activities in the last term. The Year 9 deep learning day has taken place involving English, Science and RE. Year 8 STEM day has been planned in partnership with TRANT Engineering, involving Science, Maths and Technology.

40 students have signed up to the challenge award. Of these seven are disadvantaged. This compares with seven students last year completing enrichment activities, none of whom were disadvantaged.

There has been a 21% increase in the number of disadvantaged students achieving a Leadership Award badge for the 2017-18 academic year when compared with the same point last year.

25 disadvantaged students have been involved in a SUN initiative so far this year, with specific targeted groups engaging with ongoing projects involving campus visits and projects run by SUN ambassadors in college. A further 28 disadvantaged students have taken part in enrichment activities including theatre visits and opportunities to visit a local observatory and planetarium.

PUPIL PREMIUM CASE STUDY:

Fernhill School

Context

Fernhill School is a small comprehensive school on the outskirts of North Hampshire and is served predominantly by white British heritage families. It has 606 students on its roll, 37% of which are disadvantaged.

There continues to be a trend within results of a large attainment gap between disadvantaged and non-disadvantaged students. The school has recognised and shared amongst all staff that tackling the underachievement of Pupil Premium students is a whole school responsibility and, prior to taking part in the project, Fernhill School had undertaken a thorough review of the school's Pupil Premium strategy.

Pupil Premium strategy

There are a number of interventions that take place across the school on a daily basis to help support our disadvantaged students and, in essence, aim to close the gap. We are confident that, as a school, the disadvantaged students are high profile and that subject teachers know who these students are within their lessons and understand that suitable intervention should be in place. However, when the results do not prevail, it becomes increasingly difficult to measure the impact of this intervention.

It was important for us to analyse the reasons behind this gap and focus on identifying specific barriers to the learning and development of our disadvantaged students. Both internal and external barriers were considered. If more specific barriers were identified and addressed, the impact was easier to measure and track. These specific barriers also meant that specific members of staff could lead and be responsible for the tracking, monitoring and impact of the barrier.

Pupil Premium strategy – identified barriers to learning

Internal Barriers

Barrier A: Reading Age – Improve the reading ages of our Pupil Premium students in Years 7 and 8.

Barrier B: Engagement – Improve the engagement and progress of selected Pupil Premium students in all years.

Barrier C: HPA students – Improve the progress of High Prior Attaining Pupil Premium students in English.

Barrier D: Quality first teaching – Focus staff training and development to better meet the needs of Pupil Premium students.

External Barriers

Barrier E: Attendance – Focus on improving attendance of Pupil Premium students.

Barrier A

Analysis of data confirmed that disadvantaged students that joined the school with low reading ages were not making the expected progress. Specific intervention was put into place for Year 7 and 8 students with a low reading age and the SENCO was the main staff responsible for the tracking and monitoring of this.

Barrier B

A number of disadvantaged students were either disengaged or passive within lessons. The Raising Standards Leaders of each year group were responsible for ensuring that intervention was put in place and monitored.

Barrier C

The data within English highlighted that the High Prior Attaining disadvantaged students were underachieving. The curriculum area leader and subject co-ordinator for English were responsible for the intervention and monitoring of these students.

Barrier D

It is important that all Pupil Premium students are receiving quality first teaching. This is inconsistent and raises areas of development for staff training as well as ensuring that the right teachers are teaching the disadvantaged students. When you are in a school that has such a high percentage of Pupil Premium students, they are in all classes. The challenge is that ALL teachers must be delivering quality first teaching. In order to aid this further, CPD sessions focused on High Prior Attaining students and having high expectations for all. CPD sessions focused on not only identifying who all the disadvantaged students were but identifying good practice that works for specific individuals. All of the 'Magic Monday' sessions that are held weekly incorporate a different teacher sharing something that has worked well with a specific disadvantaged student.

Marking and feedback

It is well-known that, alongside metacognition, effective feedback leads to a high impact for a low cost (EEF Toolkit). Therefore, we have had a huge drive towards what effective, manageable feedback looks like within this school. Focusing on one area of CPD for an extended period of time until it has been properly embedded has proven to be worthwhile. We also tackled it from the other side, by leading peer marking and feedback sessions with the students.

This barrier was the main responsibility of the Assistant Headteacher in charge of teaching and learning to work on, alongside the Curriculum Area Leaders.

Barrier E

Like in many schools, the attendance figures for our Pupil Premium students remain low. This section of the strategy clearly states that raising the attendance is a whole school responsibility, where many different strategies have been put into place. This is monitored by the Assistant Headteacher responsible for attendance, alongside the Attendance Officer.

The impact of these barriers within the Pupil Premium strategy is much easier to manage and track because they are so specific. It helps to show that progress (even though small) is being made in helping these students to achieve.

Current results

Barrier A – 75% of the disadvantaged Year 7 student sample made expected or better progress. 67% of the disadvantaged Year 8 sample made expected or better progress.

Barrier B – 67% of the disadvantaged sample made better progress in their sample areas.

Barrier C – KS3: 100% of the HPA disadvantaged students were 'secure' in English. In Year 11 62.5% of the HPA disadvantaged students are achieving 4+ in English and 50% are achieving 5+.

Barrier D– Learning walks and observations contribute to this barrier. However, the gaps between the disadvantaged and non-disadvantaged students are narrowing at KS3 and last year's results showed a narrowing gap within a number of subject areas.

Barrier E – There is an increase in attendance of 0.2% for disadvantaged students.

Alongside the focus areas of the Pupil Premium strategy, a number of interventions and programmes are running to encourage and support our disadvantaged students. This programme has reinforced the importance of cultural capital. We therefore also aim to offer worthwhile opportunities outside of the classroom. Effective examples of these within school are the careers/apprenticeship opportunities that we have created for selected disadvantaged students (in Years 7-9) and the involvement with The Brilliant Club, where the students are able to work alongside a PhD tutor.

In conclusion, it is clear that having specific, manageable and trackable targets/barriers helps us to focus on where the progression is needed for our disadvantaged students. However, in essence, consistent good teaching and learning needs to be in place and this is what we should constantly be striving towards.

PUPIL PREMIUM CASE STUDY:

The Henry Cort Community College

'Any percentage gap is purely a gap in knowledge'

Key themes and contextual information

Over the last three years, outcomes for all students at The Henry Cort Community College have increased to being consistently above national figures. In 2017 attainment for free school meal students was in line with national, and achievement in English and Maths was well above the national averages. Progress still remains an issue however. For disadvantaged students, the progress 8 score in 2017 was in line with the Hampshire average of -0.73 (meaning every disadvantaged student finished one grade below their peers in seven out of every ten grades), which is why it remains a focus for the college.

The challenge for The Henry Cort Community College is to ensure that although attainment benchmarks are being achieved, we buck the local and national trend of progress and ensure disadvantaged learners go on to make better than expected progress. Disadvantaged students at The Henry Cort Community College are well prepared for the next stage of their education: 87% of our disadvantaged students went into further education (85% national non) with 77% going into further education or sixth form in 2016/17 (the national average for non disadvantaged students is 50%). This in turn means that more young people are likely to become earners and increase the aspirations in the local community. Over half the students with Special Educational Needs have also been in receipt of free school meals in the last six years, meaning access to high quality teaching is essential for them to make the expected progress.

Actions taken

In evaluating our strategy for the last few years, we realised we had tried to focus on 'groups' of students, with limited success. The project has refocused us on the individual and this is has been the driving force throughout this project.

PRIORITY 1 – High quality teaching and learning

Although obvious, it was important that we focus on the teaching and learning of disadvantaged student. This is all about raising the expectations of teachers, embedded rules and routines and sharing good practice in terms of strategies. The new coaching programme has allowed staff to trial strategies, share good practice and embed strategies that have worked for individual students. The staff CPD programme has been focused on stretch and challenge, which was an area of weakness identified last year. The most recent teaching and learning statistics show that there has been an impact with the number of lessons achieving meeting the teaching standards when it comes to stretch and challenge. The number of lessons demonstrating stretch and challenge strategies has improved by 16% from Term 1a to Term 2b.

PRIORITY 2 – Plugging the gaps

The way we assess students has changed dramatically over the course of the project. Each subject at The Henry Cort Community College assesses in strands that make up each subject. This was designed to ensure we were fully aware of what gaps in knowledge students have and hence set about plugging those gaps. The mantra of "Any percentage gap is purely a gap in knowledge" was embraced and as a school we set about using this philosophy to ensure all students, but particularly those in receipt of the Pupil Premium, finish each term with the knowledge and skills to enable them to move on.

This was carried out in a series of ways:

- Pre learning materials
- Over learning

- Creation of dedicated intervention time in the school day, created by making lessons five minutes shorter
- Homework and breakfast clubs which were subject specific

PRIORITY 3 – Building relationships

Treating every student as an individual

This is a key focus for us. We spent a twilight session in November really getting to know our disadvantaged students. We got every member of staff to focus on every disadvantaged student, highlighting learning strengths, barriers to learning, interests and any other important information. This then created individual profiles but also allowed us to focus on those who have specific barriers so we could begin implementing strategies to overcome their barriers. This has also been used by another local secondary school who have also reported positive outcomes from the meeting. It became quite bespoke – for example one student found timings difficult so he was set up with a simple watch that buzzed. It was given to him at the start of each day and was synced by us.

Coaching

Following the identification of individual barriers, in staff twilight in December 'Ubuntu' teacher coaching was set up to support teachers develop and experiment with strategies, taken from the EEF toolkit for overcoming barriers to learning. Each coaching group focuses on a specific pupil and sets itself a target strategy to explore and feedback by the next session. The programme is very much in the early days but has already yielded some successes, particularly with pupils historically attempting to stay under the radar. The time given for teaching and learning conversations and the encouragement to experiment has sparked an enthusiasm to tackle the challenges collaboratively. Identifying specific pupils to focus on has meant a very practical approach that results in a strategy bank for each child that can be shared with all staff.

Transition

We have always been strong in our pastoral transition, however for the 2017 intake we have had a much greater emphasis on the academic transition, particularly for the disadvantaged students. We have used the knowledge of the Year 6 teachers along with question level analysis of their KS2 SAT papers and CAT tests early on to produce a student learning passport for all students in Year 7. This has fed into the high quality teaching and learning and coaching programmes.

PRIORITY 4: Building cultural capital

The gap between those with ample cultural capital and those with limited cultural capital has always been a focus at The Henry Cort Community College. We continue to increase the opportunities for new experiences annually and this year we have included trips to London, theatre trips, pantomime visits, sailing opportunities, author visits and Higher Education programmes, all aimed at disadvantaged students. We have introduced a variety of mentoring schemes involving local businesses, providing students with access to a host of new opportunities.

Monitoring and evaluation

High quality teaching and learning remains a fundamental priority throughout The Henry Cort Community College and programmes where middle leaders monitor and intervene is now well established. We have set up SIMs interventions to record every intervention that is taking place across the college. This has proved vital in allowing the intervention co-ordinator to assess the impact of intervention strategies and the cost effectiveness. It has also allowed us to cease interventions when the impact was deemed negligible compared with the cost (for example sending an attendance minibus out to pick up students with poor attendance). Feedback from staff meetings have been incredibly positive and ensuring we continue to keep these students high on our agenda will only lead to improved outcomes.

Impact and wider learning

	What impact has been seen?	What lessons have been learned?
PRIORITY 1 **High quality teaching and learning**	87% good or better lessons in 2016/17 – up from 76% in 15/16. AtLs improving from 3.1 to 3.36 for disadvantaged students	Focus by middle leaders ensuring teaching is of high quality is essential
PRIORITY 2 **Plugging the gaps**	The Spring data drop 2018 shows Year 7 disadvantaged students outperforming their peers for the first time. The gap is narrowing in all year groups, and Year 11 indications are very positive.	Having a data system which takes into account workload management strategies is key to finding the gaps
PRIORITY 3 **Building relationships**	One student commented (when a member of staff in his coaching group greeted him in the dining hall) "Oh, I didn't think anyone knew who I was". Filterable barriers enabling us to group like students for interventions Personalised learning enables good progress	Spending the time getting to know the barriers and strengths for each student is very time consuming but staff felt it to be worthwhile and said it was a "good investment of meeting time"
PRIORITY 4 **Building cultural capital**	The impact of increasing cultural capital globally is very difficult to measure. However, anecdotal evidence from individual students is invaluable. For example a child questioned if we were out of Hampshire because she had not seen fields before and another student was excited to see Big Ben and it was actually a church tower in Wandsworth. The response from mentees taking part in our new mentoring programmes has been extremely positive, one commenting on 'having her eyes opened'.	These experiences do not need to be expensive or time consuming. The introduction of pupil passports to record activities that the students participate in outside of school would help the identification of gaps.

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PUPIL PREMIUM CASE STUDY:

Park Community School

'Much more than just a school'

Key themes and contextual information

Park Community School is a smaller than average secondary school situated in Leigh park, Havant. We pride ourselves in being much more than just a school and are committed to supporting our students to achieve success through attainment, autonomy and resilience. At the heart of our school is the belief that as a community we are responsible for educating the whole child, securing strong academic outcomes alongside enriching experiences in terms of curriculum and the world. We encourage our students to discover what they love. As well as the school site, we have a school farm, the Apex centre (which delivers practical courses such as construction) and a printing unit.

Therefore, our strategy has focused broadly on the quality of teaching for all students and is measured through impact on outcomes for disadvantaged as well as a much more precise targeting of disadvantaged students and their families to develop parental engagement, student leadership and behaviour for learning. The latter three approaches have been targeted at very specific groups of students for whom in-school data and student voice has demonstrated that these are barriers to success.

Our strategy has been developed as a result of ongoing evidence-based review of student outcomes, perceptions of learning and aspirations for themselves in the future.

This can be broadly summarised under the following headings:

- Learning and teaching – 'Love to Teach' and Challenge Me CPD programme
- Parental engagement – shared aspirations for students, attendance and support for learning outside school
- Student leadership and independence
- Behaviour for learning

Actions taken

Following a review of our strategy to tackle barriers associated with disadvantage, the way we shared this with all staff was reviewed. The review identified that some staff regarded the barriers for disadvantaged students as primarily those linked to pastoral care. Whilst staff were passionate about teaching and learning and challenging students to challenge themselves both academically and in terms of aspirations, this was not explicitly aligned with our strategy for tackling disadvantage. Therefore a redefining of these barriers and how their link to whole schools strategies for improvement was an important step to further developing staff understanding.

1. Learning and teaching

The school's existing 'Great Teaching' model and our principles of 'Love to Teach' which were already developed across the school were used to focus action research around disadvantage. A CPD programme on the theme of 'Love to Teach' has been the focus of all CPD this academic year. The premise of which is 'how do your students know you love to teach?'. The model identifies five areas from a student's perspective, asserting that great teachers inspire me, invest in me, challenge me and welcome me. Each of these areas identifies key behaviours which demonstrate the above and it is this that much of our strategy for tackling disadvantage has been based on over the past year, in particular the behaviour of 'challenge me'.

All CPD throughout the year has focused on this area, including an INSET day on Thinking Hard delivered by 'The real David Cameron'. Staff have all developed action research projects focused on different areas of 'challenge me'. Areas have included cultural capital, thinking hard, attendance, parental engagement and aspirations. Every teacher in the

school has developed their own project, focusing on targeted disadvantaged students with clear methods used to measure the impact of their projects. Examples have included targeting of persistent absentees, attendance workshops for parents of disadvantaged students, a review of rewards developed by students and the development of a cultural capital reading package.

All staff will present their finding in a 'Teach-Meet' on Monday 19th March and staff from six other local secondary schools have also been invited to this. The most successful projects will be developed school approach, the first of which is a new reward policy designed by students to recognise those who work hardest but often go unnoticed.

2. Behaviour for learning

An area of focus for us has been a group of disadvantaged Year 7 and 8 students, for whom learning behaviours have been a challenge. These boys were spending a disproportionate amount of time working outside mainstream lessons due to poor behaviour. Alongside this, five boys in particular were attending lessons on a part-time basis as they were unable to cope in mainstream classes full time.

Behaviour leaders, seconded to the school's senior leadership team, have targeted this group of students; using data to identify behaviour hot spots, lesson visits and one-to-one mentoring help to pre-empt situations pupils have historically found most difficult. They also work to develop strategies to enable these boys to manage their emotions more effectively.

Through this proactive and targeted approach, the team have been able to significantly reduce the number of incidents generated by this group of students over time and increase their attendance in school. Alongside this, the group of five disadvantaged boys who were unable to attend mainstream lessons full time were invited to attend a 'Boys to Men' programme led by behaviour leaders. The programme focused on working with the parents and the boys to development positive learning behaviours. Parents and students signed a contract in support of the programme which lasted 12 weeks and involved daily small group session on core subjects. The boys also engaged in a broad range of alternative experiences, such as work at the school farm, designing cars and American football.

3. Parental engagement

Most parents are at one level or another engaged with their child's learning and want their child to do well at school. But some of our disadvantaged students have parents who have been historically 'difficult to engage' in terms of coming into school and discussing learning and this was identified as a potential barrier to their child's success.

As a result we have introduced a number of informal workshops focused on attendance, managing behaviours and emotions and revision skills. Whilst the sessions have been promoted to all, specific groups of parents have been targeted via phone calls or home visits to personally invite them in.

Social media has also been carefully and deliberately used as a means of communication with parents, allowing us to increase positive sharing of successes in school so that relationships are founded on celebrating success, making more challenging conversations easier and based on a mutual trust.

This strategy was also applied in Year 11 mock exam weeks combining social media, texts and a parent event to encourage preparation and strong attendance.

4. Student leadership and independence

Providing students with opportunities outside the classroom to develop independence, life experiences and raise aspirations is fundamental to Park Community School's vision. Leadership opportunities within and outside school encourage students to apply formally for roles, experience interviews, and once successful, get an experience of responsibility outside the classroom. This includes paid employment through school and 180 sports ambassadors, all of whom have been carefully targeted, are developing resilience and experiences of life outside home and school.

Monitoring and evaluation

Monitoring and evaluation is built into whole school systems for the regular review of student progress, attitude to learning and attendance. Alongside this, specific evidence forces for smaller projects across the school were used to measure impact which have included student and parent voice, part attendance at events and also peer reviews of classroom practice. Alongside this, teachers publicly share the impact and evidence base for their own projects.

Impact and wider learning

A range of evidence has been used to measure the impact of our strategy. Quantitative data such as assessment data informed by testing, attendance data and behaviour data have been used alongside qualitative data. Qualitative data has included parent, student and staff voice and interviews with external visitors.

Evidence of impact so far includes:

- In-school assessment data in Year 7 demonstrates no gap between Pupil Premium and non-Pupil Premium students. In Years 10-11 this gap is relatively small (-0.15) and improved in comparison with the same point last year. In English for Year 11, current projections suggest students in receipt of Pupil Premium will do at least as well and possibly a little better than those who are not.
- Year 11 attendance is at least 97% across mock exams weeks (compared with 92% at the same point in the previous year).
- Attendance and learning behaviours of a targeted group of disadvantaged Year 7- 8 boys has improved. Attendance increased by 50% and the number of instances of internal isolation in school or detentions reduced to zero over a 12 week period. Five of these students are now successfully attending mainstream lessons.
- There has been an 11% decrease in the proportion of disadvantaged students reaching the point of removal from an individual lesson compared with the same point last year.
- 85% of students whose parents attended targeted workshops for attendance have improved their attendance since this date.
- 79% parents of Year 8 students participated in our Futures evening event (an increase of 15% from the previous year).
- A new whole school reward system, developed by students, is to be launched on Monday 16th April 2018.
- 160 students across Years 7-11 are actively involved in the school sports ambassador programme.

PUPIL PREMIUM CASE STUDY:

Portchester Community School

'Every conversation is an investment'

Key themes and contextual information

Inclusivity lies at the centre of Portchester Community School; a smaller than average secondary school located very close to the boundary of two educational authorities. The school is driven by a deep desire to ensure that all students, irrespective of their starting points, are able to be successful learners, confident individuals and responsible citizens. Firmly grounded in the belief that 'one size does not fit all', our disadvantaged strategy focuses on students as individuals, with interventions being personalised to ensure they are meaningful. This is of particular importance as the school attracts students from a plethora of primary schools, experiences relatively high levels of 'in-year admissions' and has a resourced provision for students with physical disabilities, several of whom are disadvantaged.

Our strategy is founded in the regular triangulation of in-house empirical evidence, a qualitative understanding of our students and the research findings from bodies such as the Education Endowment Foundation. Through this we have been able to identify our students' barriers to learning and establish three priority areas:

- Teaching and learning
- Building cultural capacity and self-confidence
- Productive partnerships

Embedded within all three priority areas is an understanding of the intricate influences and roles played by the school, the wider social context and the students' homes and families.

Actions taken

Following an in-house critical analysis of our previous year's strategy, encompassing feedback from the school's involvement in the county's disadvantaged students' project and subsequent reflection, our strategy was simplified and launched to all staff on the first day of the new academic year. The analogy of the 'flea in a jar' and the strapline 'every conversation is an investment' were introduced as points of reference which have been regularly referred to throughout the subsequent months in staff briefings.

PRIORITY 1 – Teaching and learning

A consistent use of timely personalised feedback has been central to our work on teaching and learning. Through the revision and regular implementation of our feedback policy, incremental staff development and regular training sessions, staff have become more confident in framing their feedback, both written and oral, and developing their questioning in class in a manner which consistently challenges and extends students' understanding. A persistent approach by SLT to reaffirm the importance of this has highlighted the need to develop both staff and students' resilience and how imperative it is that the evidence gained through self-evaluation by middle leaders following data collections is used to reflect upon its impact.

Through specific in-house 'teach meet' events and subject team meetings, staff continue to develop their understanding of the demands of the new GCSE courses and internally generated Age Related Expectations at Key Stage 3, as well as extend their teaching pedagogy. This in turn has enabled them to personalise the students' learning experiences, developing their metacognition. Withdrawal from lessons has been minimised, reducing any chances of exclusion on any individual student's part from a social perspective with their peers and from having access to both subject specific teachers and a rich language dialogue, often an area of weakness for some disadvantaged students.

PRIORITY 2 – Building cultural capital and confidence

Rewards are closely linked to students' genuine progress and effort and recognised through half-termly celebratory assemblies. This, alongside students taking a lead in tutor time activities including delivering assemblies, helps to build their self-confidence. Ex-students, familiar to current students, are used as inspirational role models to help them explore a variety of post-16 career paths. Following one-to-one meetings with a member of staff (see below) and focused enrichment activities we have been able to use our links with the Educational Business Partnership and Southern University Network to support students in gaining specific experiences linked with their aspirations. A robust feedback culture has been established to enable us to review these activities and assess their impact.

Disadvantaged students are actively encouraged to participate in student leadership opportunities, international visits and extra-curricular activities such as instrumental lessons as identified by themselves in conjunction with their parents and our staff. In-house audits of such activities are regularly taken to ensure this equality of opportunity is evident, appropriate and that no-one missed out. Resources for subjects such as design and technology are also provided as a matter of course.

PRIORITY 3 – Productive partnerships

There is a saying, 'it takes a whole village to raise a child'. As a school we recognise the importance of the relationship between the school and a child's home. A key part of our strategy this year has been a heavy investment into building and maintaining a positive partnership with the families of our disadvantaged students. Each teaching member of staff has been allocated three disadvantaged students and over the academic year will meet in person with them at least three times, as well as maintain regular parental contact via text and email. The meetings are focused on the student's individual learning, their aspirations and the required medium and long-term planning, which is reviewed during the academic year. The student is central to the discussion and staff have been given detailed structures for the meeting to ensure the focus remains on the learning and enables them to allow the parents/guardians to be actively involved. Building upon the research findings from the Education Endowment Foundation (2017) we have introduced termly text messages for parents informing them of the topics being covered in core subjects and the dates of key assessments.

Monitoring and evaluation

As highlighted throughout the text above, regular monitoring and evaluation are a fundamental part of our disadvantaged strategy. Their importance is reflected in the fact that they are expected to be carried out at a variety of levels, from teacher and tutor on a daily basis, and from middle leaders through to myself as the member of the Senior Leadership Team with the responsibility for disadvantaged students. This creates shared ownership and demonstrates the power of collaboration. These activities are invaluable in ensuring staff reflect on their contribution to specific strategies and allow alterations to be made. This is particularly important when the pace of school life is so fast and, if not enforced, monitoring and evaluation could be lost due to the day-to-day demands of the job.

Impact and wider learning

Both qualitative and quantitative data have been used to ascertain early indications of the impact of our strategy; although it should be recognised that at present these can only represent a partial picture. Some impacts will never be articulated whilst others are not evident until a future date.

Early indications of the success of our strategies to date include:

- A 1.5% increase in the attendance figure for our disadvantaged students compared with the same time period during the last academic year.
- A 20% increase in the number of disadvantaged students parents who attended the first Year 11 Parents Evening.
- Improved progress 8 and basics measures for Year 11 disadvantaged students based on predicted data, with the rate of progress being faster than for other students.
- Improvements in the percentage of students making secure progress in four subjects in Year 8 and seven subjects in Year 9.

- Disadvantaged students from all year groups are actively engaged in leadership, extra-curricular and post-16 aspirational opportunities.
- Some improvements in disadvantaged students' behaviour due to improved communication with some disadvantaged students' parents.

Whilst these points suggest improved academic outcomes and hopefully life chances for some of our disadvantaged students, it is recognised that they will not be sustained or come to fruition in the long term unless the strategy is consistently promoted, evidenced in daily practice and reviewed. Communication is vital to this, hence the title of this contribution.

With thanks to the staff, students and parents at the school.

Jane McMaster, February 2018

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PUPIL PREMIUM CASE STUDY:

Purbrook Park School

Tackling Vulnerable Learners

Inclusion matters

What is inclusion? Inclusion is defined as ensuring that every child, regardless of academic ability, social background or need, is given the opportunity to achieve their best, viewing every life as equal worth, supporting everyone to feel that they belong and reducing exclusion, discrimination, barriers to learning and participation.

Purbrook Park School is a slightly smaller than average secondary school based in a suburban setting, just outside the city, with approximately 700 Pupils on its roll. The vast majority of pupils are of white British heritage. Attainment is good compared with disadvantaged pupils nationally and locally. However, there is a clear attainment gap between disadvantaged pupils and their peers at the school. Disadvantaged pupils make less progress compared with their peers. Purbrook Park School is a trust school that values every child and their right to a good education. It seeks to provide a secure, yet challenging environment where all young people will achieve their full potential, regardless of background or difficulty they may have in accessing the curriculum.

Personalised learning is embedded within the school's ethos; all staff have a collective sense of mission, and high expectations for all. Staff work well together, with clear lines of communication, and pupils are treated as individuals with a range of specific needs. The belief that pupils should not be stereotyped is embedded within the school's ethos.

Our strategy is founded in the regular triangulation of lesson observations, book audits and data tracking. At Purbrook Park School, we ensure that pastoral care and curriculum teaching is entwined in order for us to fully know each and every pupil and their learning and wellbeing needs. In our drive to ensure that every pupil is successful it is important for us to not only have a clear understanding of pupils' barriers to learning within the classroom, but to also understand and support barriers to learning which fall outside the classroom.

Whilst we continue to improve the outcomes for all pupils, we continually research, track, monitor, evaluate and review pupil progress. As part of this continued drive for improvement we critically analyse our Pupil Premium Strategy and the following priorities have been identified.

- Teaching and learning
- Wider learning and pupil wellbeing
- Pupil voice

Teaching and learning

Significant work has taken place to ensure that teachers identify problem areas for disadvantaged pupils and implement strategies to address these. Departments collate information on disadvantaged pupils, enabling leaders to see the focus of teachers' efforts. Teachers produce PLCs for all pupils in Key Stage 4, allowing teachers to critically evaluate each pupils' understanding within each subject and allowing staff to identify gaps in pupils' learning or understanding, thus allowing for personalised planning to meet each pupil's need within each subject and topic of work. This is shared with parents and the pupil, so that there is a collaborative approach to supporting the learning of all pupils.

Although this strategy is working well in most subjects, the strategy is not yet impacting on all pupils because it does not appear to be sufficiently targeted at pupil need in terms of barriers to learning that may be gaps in learning. Whilst this strategy does identify gaps in each subject, it does not identify barriers to learning and how these present in the classroom and other aspects of school life. In order to create an understanding of how these present in the classroom,

a more robust, evidence-based understanding of pupil need needs to be implemented through weekly meetings with the subject leaders and pastoral lead.

Purbrook Park School have a clear, individual based CPD programme. However, in order to fully understand how to meet all pupils needs within the classroom, we are to provide subject specific CPD to enable teachers to help pupils overcome these barriers. Teachers are clearly able to identify barriers to learning and there is focus on this at Key Stage 4, however if we identify gaps at Key Stage 3 we will be able to close these gaps before pupils start Key Stage 4. In order to evaluate the impact of this specific CPD, we quality assure that teachers in classrooms are building on that CPD to ensure that all pupils, regardless of background, are active participants in their learning.

Wider learning and pupil wellbeing

At Purbrook Park School, we firmly believe that in order for pupils to achieve their full potential, pupils need to feel safe and secure. In order to ensure that we do not only meet the needs of the pupils within the classroom, with subject specific barriers to learning, we also understand and strive to support the pupils' emotional needs. This is established through weekly welfare meetings, led by the senior leader responsible for inclusion with the Health and Wellbeing Manager, SENCO Assistant, Alternative Provision Coordinator and a member of the pastoral team. These weekly meetings allow the team to discuss individual pupils and difficulties they may be experiencing socially and emotionally, ensuring that additional supported is implemented. This shared understanding of what a pupil is experiencing, allows us to provide adequate support and inform subject teachers of this need, ensuring that this is planned for in their learning.

House leaders and tutors need to ensure that they know their tutees and house members, taking the time to discuss their lives with the pupils, ensuring that there is a good understanding of the pupils' homes, thus ensuring that all pupils are planned for outside the classroom and interventions implemented if needed.

Pupil voice

Pupils are encouraged to discuss and raise their concerns and needs within the school life of Purbrook Park School. However, this needs to be explicit as some pupils are unaware of how to have a voice. In order to raise this at Purbrook Park School, Pupil Voice has been relaunched by a middle leader, who has also joined EARA (Equality and Rights Advocates), creating a group of pupils who support pupils and the school community by raising standards in school and ensuring that all pupils are heard. As part of this project, we have ensured that the pupil voice panel and EARA panel have a mixture of pupils from all school subgroups, ensuring that all ideas, improvements and discussions are debated. In order to improve teaching and learning, pupils' views will be listened to, as this gives another measure to how the pupils feel within the school and how we can monitor and evaluate pupil progress.

Pupils need to be listened to. In order to improve pupil progress, pupils need to express their ideas of how they learn, they need to agree and understand the high expectations endorsed and know what they need to do to gain a greater depth of knowledge and how staff are supporting this mastery across all subjects.

Claire Gissing, Director of Learning – Inclusion, SENCO and DSL

PUPIL PREMIUM CASE STUDY:

The Vyne Community School

Raising Achievement for Disadvantaged Students at KS4

Rationale

The Vyne is a smaller than average secondary school in Basingstoke. The school has been on a journey over the past eight years, moving from Special Measures in September 2010, to Good in May 2016. Effective evaluation of trends in achievement across year groups and subjects had proved problematic, with Year 11 cohorts varying from 140 students to 64 students, with APS on entry varying from well-below to close to national across a number of years from 2012-2017, when the impact of improvements made to teaching began to gather momentum. Attainment of disadvantaged students in core subjects had resolutely been well below that of the rest of the cohort. In 2017 disadvantaged students attainment in A*-C including English and Maths was 44% against a national figure for other students of 65% and Progress 8 of disadvantaged students was -0.78.

Key strategies

Attendance

Although attendance of disadvantaged students (and the associated PA rate) in 2016 had been better than for disadvantaged students nationally, key disadvantaged students had levels of unsatisfactory attendance. A system of engagement and rewards was introduced specifically for targeted students to improve attendance, develop cultural capital and consequently raise aspiration and resilience. This was developed in partnership with the Ocean Youth Trust (who took disadvantaged students with improved behaviour and attendance sailing), Fujitsu and Business in the Community (who conducted mock job interviews, discussed graduate apprenticeships and engaged students in mentoring) and the Basingstoke Consortium, who ensured that disadvantaged students were provided with an exciting and engaging work experience placement (fully funded) as a priority. This improved the attendance and engagement of key disadvantaged students as well as providing them with the resilience necessary to cope with the demands of the new linear GCSEs in Maths and English.

Behaviour

The school had always had a pastoral system based exclusively around dealing with the behaviour of students in Year 11. In 2016-17, we introduced an additional non-teaching Assistant Progress Leader role, which had a more academic focus. This individual would work with disadvantaged students who had missed chunks of school through previous periods of poor attendance, or whose poor conduct in lessons was borne out of a level of disaffection and disempowerment developed in their younger years when the quality of teaching was not as it is now. Making the link between legacy issues of academic progress and student conduct was both preventative, a 'cure' and positive in nature, rather than the punitive notion of 'dealing' with poor behaviour.

Links with alternative provision

In the past, The Vyne, like many schools, had used alternative provision placements very frequently. These students, often disadvantaged, would not sit examinations in core subjects, pursuing a predominantly vocational offer. Last year, we ensured that close links were maintained with The Vyne so that all students benefitted from the specialist support provided by the education centre/alternative setting, as well as accessing a range of suitable qualifications delivered by the school, including ECDL, VCerts in Food and Nutrition, and Sport and Fitness, Digital Photography and IGCSE English. Many of these were delivered after school by inclusion staff and examinations were often invigilated by senior leadership team members.

Curriculum change

The Vyne changed its curriculum model in 2015 to incorporate a small handful of high-quality BTEC and NCFE qualifications, alongside the academic core. This was as a direct response to judgements and assumptions which had been made in previous years about the needs of disadvantaged students, who had often been academically able and fed towards level 1 courses, Functional Skills or vocational courses in which they had no interest. In addition, instead of a free and open options process, this was rebranded with each student required to attend a meeting with their parents and a member of SLT to discuss their choices. These meetings were data rich, with FFT targets being shared, and challenged students to think about what they were good at, rather than just what they enjoyed. Teachers were instructed to design courses, which were rich in cultural capital – our Health and Social Care teacher forged links with local nurseries, the hospital and the Dementia Friends, in order to bring learning to life for students whose world view was narrower.

HLTAs

Instead of employing extra LSAs on lower grade salaries, the school invested in three Higher Level Teaching Assistants, one for each core subject, in order to form intervention groups focused specifically on disadvantaged students and lower attainers (several students fell into both groups). All of these HLTAs underwent the Subject Knowledge Enhancement courses in their subject and one qualified through ELKLAN, taking a particular focus on demystifying the language of Maths and improving students' comprehension of the examination questions.

Subject specific interventions

A programme of support was put together for all students, with the participation of disadvantaged students heavily funded. This included a Maths revision residential weekend at Privet House in Alton, where students undertook intensive teaching in key identified topics, followed by walking talking mocks and individual mock examinations. PiXL conferences were attended by students for English and Maths (again funded for disadvantaged students) and the Science inspector from HIAS conducted masterclasses in the evening, with food being provided for those students participating. The school funded teachers to deliver Easter revision sessions, exam breakfasts for disadvantaged students and revision guides.

Impact

Basics at Grade 4+ for disadvantaged students rose from 44% (legacy A*-C), compared with 65% for other students in 2016, to 63% Grade 4+, compared with 71% for other students in 2017. The in-school gap in 2017 was just -3% and the gap to national progress for non-disadvantaged students was just -8%. Although still lower than we would have liked, the P8 score for disadvantaged students rose from -0.78 in 2016 to -0.55 in 2017. Low attainers achieved a positive P8 score. Results in new option subjects were very positive with 88% achieving an A*-C equivalent in Health and Social Care, 85% in Drama and 100% in Performing Arts. Only one disadvantaged student from Year 11 in 2017 was NEET. 69% of students overall achieved Grade 4+ in English (best qualification) and 69% in Maths. In Science overall, results for both core and additional Science rose from 16% to 50%.

Next steps

The school's focus now is on raising further levels of progress for disadvantaged students, especially in the EBacc 'bucket' where they (and all students) perform less well, compared with the core (to some degree) and especially the Open bucket. The school is working on an approach to teaching and learning called 'The Vyne Standard', which reinforces basic organisational routines in the classroom and aims to develop an accepted pedagogy, which stretches all students. The key text for this is Allison and Tharby's 'Making Every Lesson Count' and the Basingstoke and Deane teaching and learning project led by HIAS underpins this also. We are also currently investigating the introduction of a department/subject specific approach to collaborative planning, akin to that which is prevalent in many primary schools.

PUPIL PREMIUM CASE STUDY:

Warblington School

March 2018

Key themes and contextual information

Warblington School is a small school (approximately 680 students) within the borough of Havant.

Havant is an area of extreme deprivation and this is reflective in the high proportion of disadvantaged students on the school roll. It is the third most deprived school in Havant and in Hampshire, and the ninth most deprived out of 66. Warblington is in the lowest 50% of most deprived schools. Currently 33% of the cohort are disadvantaged – approximately 221 students.

- Year 7 = 47 students
- Year 8 = 36 students
- Year 9 = 49 students
- Year 10 = 38 students
- Year 11 = 51 students

Warblington School is an inclusive school and dedicated to ensuring that all students within it reach their potential. In an ideal world, our aim would be to fully close the 'gap' between disadvantaged and non-disadvantaged students; however, this is not going to be achieved in the near future. Warblington School recognises that one of the ways to address the attainment of disadvantaged students is to make their learning experiences relevant and meaningful. Every student is an individual so it is essential that learning is adapted and personalised for all.

Following on from the initial Tackling Disadvantaged meeting, it was clear that the current school disadvantaged strategy needed to be refined into a more comprehensive document. The school decided to focus on the two areas:

1. Presentation of students' books/work.
2. The compilation of a provision map providing a comprehensive way of evaluating the PP spend evidencing all the strategies in place supporting the disadvantaged students and their impact.

Action –points

1. Presentation policy

Presentation is an important factor in showing pride and raising student self-confidence. After an initial SLT book look conducted early in the September term and coinciding with a LLP review, it was evident that the quality of presentation of work produced by students that were disadvantaged was poorer than their non-disadvantaged peers.

It was clear that the majority of disadvantaged students lacked pride in their work. Self-esteem was low and it was highlighted by the LLP that "the quality/presentation of work was not reflecting the learning that was clearly taking place". It was evident that both students and staff had lower expectations for our disadvantaged students. A Student Voice panel for disadvantaged students was organised in October 2017 in light of this.

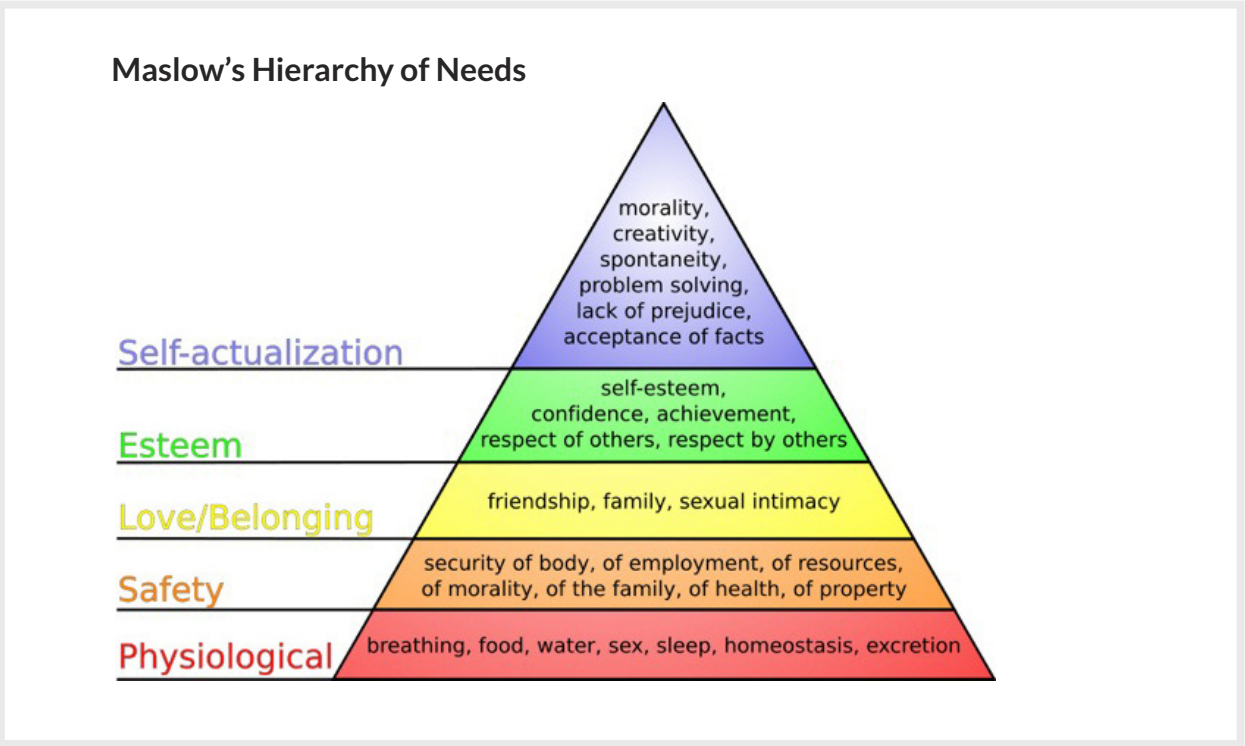
Student Voice feedback confirmed that disadvantaged students did have lower expectations in what was expected of them in lessons. Students stated that they took pride in their work only in specific subjects. When their work was compared with a well presented book, all disadvantaged students expressed the desire to improve.

In January 2018, the Warblington Presentation Policy was introduced in the first instance to staff during a staff meeting, then to students via assemblies. This was reinforced in lessons with clear posters displayed in all classrooms. Students/classrooms were provided with equipment, eg rulers/black pens/pencils.

2. Provision map

Following on from the first Rosendale Research school visit it was evident that as a school Warblington was addressing the provision for its disadvantaged students in numerous ways. A recommendation from this first visit was to devise a more compact strategy allowing all interventions to be evaluated and evidenced allowing all stakeholders to evaluate the impact of their actions. From this, a detailed provision map was created.

Warblington School believe that attainment is directly linked with securing a foundation of needs in every student. Maslow's Hierarchy of Needs (1943) was looked at and has been directly linked to the allocation of the Pupil Premium funding and, therefore, is reflected through the importance of the provision map.



At Warblington School, we believe that the physiological needs of the students are key building blocks to securing progress. As a result, a large proportion of school PP funding is used in these areas. Without these key areas, we believe the support for students, particularly those who are disadvantaged, would not be stable and secure.

Each stakeholder (both teaching and non-teaching staff) involved in interventions was asked to collate information and complete their area of the provision map. This provided a clear document, evidencing all current interventions. All members of staff involved were given training in how to complete this by the disadvantaged/PP lead. Members of staff, particularly SLT, were able to track the interventions being offered to all disadvantaged students, and were able to evidence strategies used all from one document. Each half-term members of staff are reminded of the expectation to input data/interventions.

3. Monitoring and evaluation

Monitoring and evaluation are a crucial part of our disadvantaged strategy. SLT, including Disadvantaged/PP Lead, carry out regular checks, ensuring that all strategies are in place.

Monitoring feedback is also conducted on a regular basis to individuals as well as whole school.

Staff are therefore able to reflect on their contribution towards specific strategies and discuss what amendments, if any, need to be made.

4. Impact

i. Presentation policy

- Improved presentation clearly visible in the majority of students' books, particularly those of disadvantaged students. (Evidenced through two SLT book looks from January/March 2018, Marc Rowland's second Rosendale Research school visit in March 2018, Hayling College's Magpie Walk in March 2018, and Middle Leader department monitoring between January and March 2018.)
- Clear evidence of high teacher expectations in all books. Presentation posters displayed in all classrooms and referred to in teaching planning/lessons. (Evidence as above.)
- Increase in pride and a raise in self-esteem in the majority of students, especially in disadvantaged students. (Evidenced through second Student Voice activity.)

30% of responses clearly indicate that students are taking more care and pride in the quality of their work and how they present it.

Over 50% of students are happier with how their work is presented post January 2018, compared to pre January.

- Evidence of a clear learning journey in the majority of books. (Evidenced through SLT book looks and department monitoring – January to March 2018.)

ii. Provision map

- All stakeholders now able to plot and evaluate their own impact on disadvantaged students. (Evidenced through provision map – March 2018.)
- All disadvantaged strategies and their impact are contained in one simple document.
- All PP funding tracked and impact evidenced in one place.
- Ability to hold all stakeholders to account re: use of PP funding and its impact.

Whilst improvements are evident from the two strategies above, it is clear that more needs to be done to improve academic outcomes. From the provision map, it is clear as a school, that Warblington is providing a variety of opportunities that will hopefully not just improve results but the life chances of our disadvantaged students. As a school, we believe that we have the strong foundations necessary to build successful futures for all of our students.

E Richards – March 2018

Cherry picking or broad vistas

Using research evidence to improve outcomes for vulnerable learners

Improve outcomes for vulnerable pupils by becoming more research informed

The main thing I have learned from working with schools on improving outcomes for disadvantaged and vulnerable learners is that there is no magic elixir. There is no sledgehammer that can break the shackles of underachievement in vulnerable groups. Rather, schools need to create a complex, delicate tapestry of strong values, high expectations, inclusion, knowledge of pupil needs, community needs and staff needs. They need high quality teaching which has the capacity and expertise to deploy resources where they are needed most. They need a language rich, culturally rich curriculum. Where intervention is needed, it should be high quality, structured, time limited and targeted, with accountability remaining with the teacher. They need robust quality assurance, sharp impact evaluation and a balance of accountability to external organisations with accountability to pupils and families.

Wherever possible, actions we take to weave together a strategy to overcome educational disadvantage should always be underpinned by evidence.

Engagement with evidence has come a long way in the last ten years. In 2008, Estelle Morris, Jonathan Sharples and a small band of warriors at the Coalition for Evidence-Based Education were rather lonely voices. Much has changed. The Education Endowment Foundation has transformed the educational lexicon, raising the profile research evidence like the Himalaya from the Sea of Tethys. But whilst an awareness of the EEF toolkit is necessary, it is not sufficient. Firstly, teachers and leaders must avoid the temptation to be overly meta. Because that risks oversimplification, missing delicate nuance, subtlety, context and contradictions in research evidence. Secondly, however tempting, we must avoid cherry picking the headlines from evidence to support decisions we have already made, rather than use evidence to inform decision making. Cherry picking evidence because it supports our own preconceived biases simply provides a veneer of respectability for decisions. But the impact will be limited.

We must retain broad vistas about education research. We need to be looking at evidence beyond what is immediately and easily accessible, being open to new thinking and new findings, however challenging and uncomfortable. The University of Durham and UCL London are a big rock candy mountain of useful, information, challenging and reassuringly disconcerting sources of evidence. Professor Rob Coe's 'Improving Education' remains a masterpiece of challenging orthodoxies. 'Poor Proxies for Learning', 'Mistaking School Improvement' and 'What Types of CPD Impacts on Learners' should be known and understood by everyone working in education.

Awareness of the work of Waldfogel and Washbrook in 2010 (Sutton Trust) highlights the need to tackle the causes of educational disadvantage, rather than just the symptoms if we are to make a breakthrough:

Vocabulary at aged five:

- *There is a 27% gap between the lowest income quintile and the highest.*
- *The lowest quintile are 16% more likely to have conduct problems compared with the highest quintile.*
- *The lowest quintile are 15% more likely to have hyperactivity problems compared with the highest quintile*

WALDFOGEL AND WASHBROOK, 2010

Zero tolerance strategies for behaviour are boats against the current if we don't tackle the vocabulary gap.

And as pupils get older, access to research evidence shows us we can still treat the causes…

The Millennium Cohort Study from ICL Institute of Education shows:

> *"Analysing the scores of nearly 11,000 14-year-olds in a word exercise, the researchers found that teenagers who read for pleasure every day understood 26 per cent more words than those who never read at all in their spare time. And teenagers from book-loving homes knew 42 per cent more words than their peers who had grown up with few books.*
>
> *Even taking into account other factors, like parents' qualifications and profession, and cognitive tests taken by the teenagers when they were aged five, teenagers who read for pleasure still got 12 per cent more words right, while those from book-rich homes scored nine per cent more."*

Engaging with research evidence shows us that building children's vocabulary unlocks the gates of learning.

But we must go further afield than that. An old university lecturer of mine, Dr Brian Dicks, used to tell me 'there's a lifetime of travel in Europe, you don't need to go further than that'. Dr Dicks is almost certainly right that you could spend a lifetime travelling Europe, but as someone who'd only been abroad to France twice at the age of 20, the experiences I'd have missed out on if I'd listened to that reassuring view that sat comfortably with my own limited horizons is almost too much to think about. So we need to look beyond what we know.

One of my favourite pieces of research in the last year comes from the University of Missouri:

> **Students more likely to succeed if teachers have positive perceptions of parents**
>
> Published: February 21, 2017. Released by University of Missouri-Columbia
>
> *"It's clear from years of research that teacher perceptions, even perceptions of which they are not aware, can greatly impact student success,"* Herman said. *"If a teacher has a good relationship with a student's parents or perceives that those parents are positively engaged in their child's education, that teacher may be more likely to give extra attention or go the extra mile for that student. If the same teacher perceives another child's parents to be uninvolved or to have a negative influence on the child's education, it likely will affect how the teacher interacts with both the child and the parent."*

Whilst we can't always avoid bias (and perhaps, neither would we want to), by being aware of the impact of bias, we can adjust our behaviours to negate any negative effects. Getting little things wrong, over the lifetime of a child's education, matter a great deal, particularly for those from disadvantaged backgrounds.

And finally… However robust the research evidence in front of you, it is worth remembering that the quality of implementation and school/class context is fundamental to the effectiveness of any intervention. Avoid the Batsian mimicry approach. What might look like an effective intervention in a nearby school, with a reassuringly expensive lever arch file might not be all it seems. If it is not targeted at the specific learning needs of your pupils (and by this, I do not mean attainment levels), it is unlikely to succeed.

Marc Rowland, Rosendale Research School

RAG RATING

- Emerging
- Secure
- Leading

Building blocks for excellence

Successful school strategy to improve school outcomes for disadvantaged pupils

The learning from the project has led to the creation of a series of 'building blocks' for successful school strategy to improve outcomes for disadvantaged pupils. These are as follows:

- A culture of high expectations for all.
- A belief that all pupils, irrespective of background or barrier to learning, can attain well.
- Teachers and other classroom practitioners understand their role within the school's strategy.
- A collective, shared vision and ambition for disadvantaged pupils which recognises that academic attainment is necessary, but not sufficient for success.
- Disadvantaged pupils and their families held in positive regard.
- There is a good understanding of the experiences of growing up as a disadvantaged young person in the school community.
- Self-evaluation is rigorous and honest.
- A strong understanding of the barriers to learning faced by disadvantaged pupils and how those barriers present in the classroom.
- The effective use of data to inform strategic planning.
- The recognition that outcomes data is a picture of the symptoms of educational disadvantage. Strategies to tackle disadvantage needs to focus on the causes.
- That many of the typical characteristics of less successful learners, those from more disadvantaged learners, can be tackled in the classroom. This is why teacher buy-in and capacity is critical to success.
- The recognition that access to excellent teaching and learning is the key to success for disadvantaged pupils. Professional development targeted at pupil need is at the heart of the school's strategy.
- External intervention is used carefully and is evidence based. High quality implementation is prioritised, with school leaders recognising that a prior track record does not guarantee future success.
- Intervention is additional and extra to high quality teaching and learning. Class teachers retain accountability for pupil achievement.
- That leaders, teachers and other staff target their resources at pupils at risk of underachievement. The focus in these schools is on ensuring that disadvantaged pupils are successful in the classroom, with pupils opting in to learning as opposed to success measured by the number of activities undertaken, particularly when those activities have limited impact on learning.
- That Pupil Premium is not simply being targeted at low prior attaining pupils.
- An engagement with research evidence to inform strategies and activities to help overcome barriers to success.
- An engagement with best practice and best process locally, nationally and internationally.
- Research evidence is not used selectively to support existing activities or biases.
- That robust quality assurance processes, clear success criteria and impact evaluation is integral to success for disadvantaged learners.
- A commitment to system-wide improvement beyond the 'home' school.

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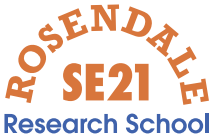

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