



**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

[www.nationaleducationtrust.net](http://www.nationaleducationtrust.net)

**Sheffield Pupil Premium Action Research Group**

Tackling Educational Disadvantage by Understanding What Works

EDITED BY MARC ROWLAND  
May 2015

[www.sheffield.gov.uk/education](http://www.sheffield.gov.uk/education)

**SWINDON CHALLENGE**

Maximising the achievement of vulnerable learners

**Learning Without Labels**

Improving outcomes for vulnerable pupils

Edited by Marc Rowland

"Grounded, relevant and uplifting"  
Baroness Morris of Yardley

A John Catt Publication

**CATS PUPIL PREMIUM STRATEGIC REVIEW PROJECT 2016/17**

Marc Rowland and Vishal Panchmatia  
JANUARY 2017

[www.nationaleducationtrust.net](http://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](http://www.nationaleducationtrust.net)

**Improving outcomes for disadvantaged learners 2017-18**

[www3.hants.gov.uk/education/hias.htm](http://www3.hants.gov.uk/education/hias.htm)  
[www.rosendale.researchschool.org.uk](http://www.rosendale.researchschool.org.uk)

**THE PUPIL PREMIUM**

MARC ROWLAND

A JOHN CATT PUBLICATION

NEW & UPDATED!

*"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.

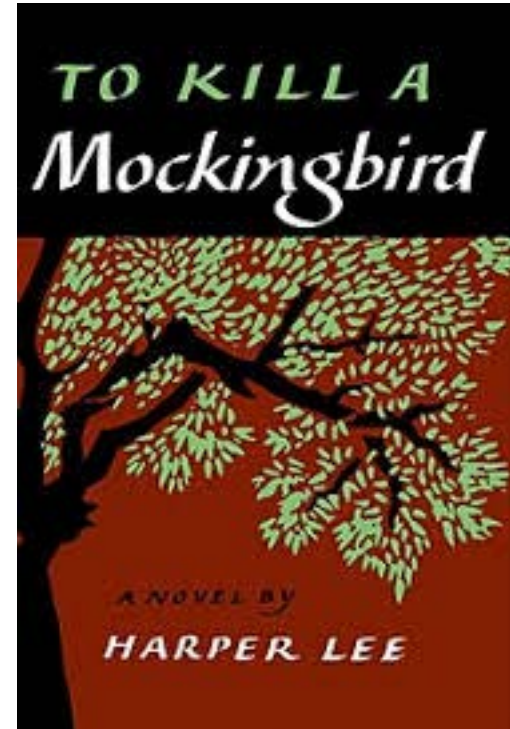
## ***High Expectations***

*'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](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](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 XXXXXXXXXX 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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