

NORTHAMPTONSHIRE PUPIL PREMIUM INNOVATIVE PRACTICE REPORT

RAISING ASPIRATIONS, ACCESS AND ACHIEVEMENT



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Acknowledgements

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- The Achievement Coaches involved in this project: Adrian Jolly, Dr Stefanie Lipinski and Kate Richards

Foreword

I am delighted to introduce to you a publication which celebrates the innovative, creative and effective practice of schools across our County in their use of pupil premium funding.

It has been a pleasure, as Senior School Improvement Manager at the Local Authority, to work in close partnership with Achievement for All on this exciting project to capture that good practice. A range of schools in different phases, circumstances and sizes have been involved in this project and this publication offers a case study from each of those schools. This can only be a snapshot, and I am sure that there are many schools out there in our County offering equally interesting pupil premium funded provision who, for one reason or another, did not volunteer for the project – but thank you, enormously, to those who did.

The principle of capturing good practice and disseminating it is one which is frequently overlooked in education, as we often become snarled in the expediency of having to “solve things” using more short term strategies. Exposure to innovative and creative practice permeates slowly into the practice of others, rather than being a quick fix. So we hope schools will return to this publication and their notes from the accompanying conference several times as they plan their pupil premium funded provision into the future.

Philosophically, it has been a very appropriate match for us to work with Achievement for All who have the whole child and their whole circumstances at the core of their work – very often, when working with pupils eligible for Pupil Premium in order to raise their achievement, it is having this bigger picture which is key.

There are some amazing schools in this publication, doing amazing things.

Enjoy – and once again thank you to all those who have been involved.

Michael Thompson

Senior School Improvement Manager

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Introduction

Achievement for All's mission is to enable every child regardless of background, challenge or need to be the very best that they can be. To achieve this objective we work directly with more than 2000 schools across the country, as well as early years and post-16 settings. We also work with selected partners to extend our reach, knowledge, experience and impact beyond the boundaries of our current programmes and use that evidence to help inform the development of future programme strands.

Achievement for All was commissioned by Northamptonshire Local Authority to lead a project to evaluate the Pupil Premium intervention across a range of schools in Northamptonshire and capture evidence based good practice case studies for dissemination locally, regionally and nationally. These case studies were to capture creative and highly effective use of the Pupil Premium, providing a 'snapshot' of good practice in the use of Pupil Premium in Northamptonshire. This was not intended as a thorough Pupil Premium review to the extent that it met Ofsted requirements but had the intention of capturing the 'journey' of the schools involved, lessons learnt and key outcomes and impact. Interested schools could then utilise the ideas and suggestions in their own contexts.

What has emerged from this project, is that the determination to make a difference to the most vulnerable and sometimes most disadvantaged learners is at the heart of the work of each and every school. School leaders have engaged in strategic and thoughtful work to support their pupils who are struggling to make the expected progress. The human touch has characterised the success in these schools and the focus of the teacher and leader to make not just an educative or financial difference to a family but an emotional one too. All the schools in this study have put the family at the centre of the process, engaging parents and carers in the decision making for the future of their children.

In bringing together these examples of good practice in Northamptonshire schools, an initial overview highlighted the value of an aspirational outlook, the importance of removing barriers to learning and the need for a continuing focus on pupil achievement. The Achievement for All framework, with its four interconnected elements of leadership, teaching and learning, wider outcomes and opportunities and parent and carer engagement, was used as a baseline for analysing the activity from these schools and also to provide a context for emerging themes.

Summary

Pupil Premium: the context

The strong link between academic underperformance in school and socio-economic disadvantage is well documented in the research literature (Goodman and Gregg, 2010). In April 2011 the government introduced Pupil Premium funding for publicly funded schools to focus on the academic underperformance of disadvantaged pupils (defined as those eligible for Free School Meals [FSM] in the last 6 years, Looked After Children (LAC) and children whose parents are in the armed forces). Funding for Looked After Children was increased in 2014 through Pupil Premium Plus.

In 2013 41% of disadvantaged pupils (those eligible for FSM in the last 6 years) achieved 5 A*-C GCSEs including English and maths; this compared to 68% of all other pupils (DfE, 2014). Despite a 2% increase in achievement of the GCSE standard for disadvantaged pupils, the gap has remained broadly unchanged over recent years. For Looked After Children the situation is worse. In 2013, 15% of children looked after by the state achieved the GCSE standard. Although the achievement gap between Looked After Children and all other pupils at KS4 has narrowed in the last year, at 43%, it is still significant (DfE, 2014). Despite the bleak picture presented by national data, a number of schools across England have successfully addressed underachievement of disadvantaged groups (Ofsted 2013a). This has been achieved through differing yet similar approaches, many of which are represented across the case studies presented in this report.

Characteristics of good practice: evidence from the research base

Sharples et al (2011) in their review of effective classroom strategies for closing the achievement gap of children and young people living in poverty highlighted the centrality of: strong visionary leadership, rigorous monitoring of pupil data, parental engagement, developing high aspirations, supporting school transition and addressing social and emotional competencies as effective strategies. This was taken a step further by Ofsted (2013) in their report on successful use of Pupil Premium funding to maximise achievement. Ofsted's findings showed that effective schools also ring fenced the funding, drew on research evidence of what works, allocated the best teachers to intervention groups, trained support staff, provided pupils with clear feedback, ensured all teachers knew which pupils were eligible for funding, provided support for attendance, involved governors and rigorously monitored and evaluated impact. Many of these practices are reflected

in the Achievement for All Programme, highlighted by Ofsted (2013a) as an effective ‘collaborative initiative for raising the ambitions and achievement’ of vulnerable groups.

The Achievement for All Schools Programme transforms the lives of children and young people who are vulnerable to under-achievement and ensures they thrive socially and emotionally, and succeed academically. It provides a whole-school improvement framework driven by four interdependent and mutually supportive elements: leadership, teaching and learning, parent and carer engagement and, wider outcomes and opportunities. Evidence verified by the University of Manchester and by PriceWaterhouseCoopers (PwC) demonstrates that when these elements are implemented and embedded within this single framework, the impact on the progress of, and outcomes for, target pupils involved with Achievement for All is significant and in many cases outperforms those of all children nationally.

For further information on the impact of Achievement for All please visit www.afa3as.org.uk.

Key findings

These case studies show how innovative and targeted use of Pupil Premium funding can significantly improve the academic and wider outcomes of disadvantaged pupils. The examples show that when there is clear leadership - a strong vision, long term commitment (reflected in systems embedded within the school), good and continued communication of vision across the school and a collaborative approach - every pupil has the opportunity to succeed. The case studies also show the variety in approaches and focus within schools both across educational phases and across schools within the same phase. This is to be expected; effective and creative use of funding is developed within and guided by the context of the school. We also observed some common differences between primary and secondary schools; namely the use of a tutor or mentor – a ‘first port of call’ –for pupils in the secondary phase of education and the stronger focus on emotional and social well-being in primary schools.

The value of these case studies lies in the extent to which the practices and approaches they describe can be replicated and/or adapted by other schools. The key features of day to day practice which lead to significant gains in pupil attainment and progress need to be clear and precise. To this end the following key ‘actions’ provide a brief overview of the particular actions, practices and/or approaches implemented and developed by the 17 case study schools, which were considered to be key in the effective use of Pupil Premium funding to significantly improve the academic and wider outcomes of disadvantaged pupils:

Key 'actions' in schools leading to significant gains in pupil achievement

Primary schools

Focus on pupil engagement in learning - closely tracked pupil academic progress alongside the development of social skills and emotional well-being (teachers have a 'well-being' folder to monitor every child daily). This is supported through a Family Support Worker (who takes KS1 social and emotional intervention groups), a play therapist, an Educational Psychologist and employment of an extra teacher to address gaps in learning of Pupil Premium pupils and 'move' them to the next level (*Abbey Primary School*).

Parent and carer engagement - developed strong parent and carer engagement through parent and carer-, teacher- and pupil discussion of work at 'Termly Learning Conferences' (these have replaced parent evenings). Pupil engagement in meetings is supported through discussion with their teacher. This is underpinned by close monitoring of pupil progress, rigorous evaluation of interventions and teachers sharing ideas on pupil engagement (*Bridgewater Primary School*).

Removing barriers to learning - introduced small group work in maths and English (identified pupils follow the same curriculum - one hour a day for 6 weeks - with additional teacher). A trained Teaching Assistant (TA) provides social and emotional support to meet identified learning needs of intervention group pupils (*The Grange Community Primary School*).

Parent and carer engagement - introduced workshops for parents and children which focused on writing – one involved a children's author speaking about his achievement through hard work and high aspirations. Children then wrote their own stories. Another approach involved children writing at home with 'exceptional' parent and carer engagement; measures of parent and carer participation in workshops is linked to pupil progress data (*Hopping Hill Primary school*).

Small group learning - experienced teaching and support staff worked with small groups of pupils with extreme social, emotional and academic needs (classes are in the mornings and pupils return to main class in the afternoon). There is a close analysis of pupil barriers to learning which are addressed for each child individually. This is supported through parent and carer engagement (*Kingsthorpe Grove Primary School*).

Improving attendance – employed a parent link worker to improve parental engagement with the school and introduced a tracking system to monitor attendance (*Thorplands Primary*).

Curriculum development - led by the pupils, an enquiry-based curriculum was developed and implemented by the staff. The attainment and progress of pupils is considered against targets

based on 'closing the gap'. This is supported through 'Termly Learning Conversations' (*All Saints Primary School*).

Early identification - a home visit by the Reception class teacher and a TA before the child starts school helps parents and carers prepare their child for school. Parents are given a resource pack with various activities for the child to complete over the summer which enables teachers to know the child's strengths and weaknesses on entry. Appropriate personalised teaching and learning strategies are then implemented (*Mawsley Primary School*).

Reducing class size - additional 'outstanding' teachers are employed to reduce class size at Key Stage 2 in English and maths. Pupils needing extra support are identified early through regular monitoring of progress and assigned to a specific intervention. This is supported through engagement and wider involvement of parents and carers in school and employment of a Family Support Worker (*Park Junior School*).

Pastoral care to improve outcomes - put in place a strong base of pastoral support through employment of a Behaviour Support Mentor, a Pastoral Support Assistant, provision of 1:1 'reading for pleasure' with individual pupils and reduced class sizes. This provided the basis to support pupil academic achievement through appropriate interventions, reading recovery teachers and targeted class support from Teaching Assistants (*Croyland Primary School*).

Secondary schools

Tracking pupil progress - closely 'tracked' student achievement with 'quick' intervention when students are not making expected progress and attainment supported by 'key staff to tackle underperformance' (*Sponne School*).

Numeracy - identified potential 'underachievement' in Year 7 and 'tackled' the issues through small group work in KS3 and KS4, with additional 1:1 sessions in KS4 (*Caroline Chisholm School*).

Not a SEND intervention group! - employed extra staff in English and maths at Key Stage 3 and Key Stage 4 to enable small group intervention or 1:1 (according to student need) and ensure that student perception is not 'these are SEND intervention groups, but are according to individual barriers to learning'. (*Guilsborough Academy*).

Effective feedback - trained staff in effective feedback to students and employed a Pastoral Support Officer to support and monitor improved attendance, behaviour and progress (*Manor School*).

Personal tutor - involved parents and carers, students and a personal tutor at the beginning of the year to set targets. Students met with their tutor every two weeks to review progress towards targets and identify any further actions needed. The personal tutor is the first 'port of call for students and parents and carers' (*The Elizabeth Woodville School*).

Raising aspirations and increasing cultural opportunities - provide an extended school day once a week to give every student the chance to attend a club. The Performing Arts Faculty has a high proportion of students accessing the opportunities offered, particularly Pupil Premium students; the faculty has one criteria for accessing tuition, 'a willingness to participate in shows and concerts using the skills they have developed'. (*Danetre and Southbrook Learning Village*).

Special School

Increased activities and therapies - introduced a wider and more varied range of activities and therapies, many of which extend the school day. This is further supported through employment of a Parent Support worker who works with parents on a daily basis to address their specific family needs (*Isebrook School*).

Methodology

17 schools were selected from the 25 that applied from across a range of primary, secondary and special schools. This small project used a combination of quantitative and qualitative methodology managed by an Achievement Coach who was assigned to each school in order to produce a case study of each of the 17 Pupil Premium snapshots.

Data was collected at the start of the project in April 2014 and then again in September 2014 which included, attainment and progress in reading, writing and maths; attendance and impact relevant to each school's area of focus for the Pupil Premium snapshot. The initial data collection in April was analysed and used as a basis to identify the approach to be taken by the Achievement Coach when working with each school in terms of gathering further insight and evidence of the Pupil Premium snapshot. Then each Achievement Coach spent a minimum of half a day in each of the schools interviewing key staff, parents, gathering information and observing practice using a generic template which identified key areas and enabled the conduct of semi-structured interviews - although there were additional questions asked to capture relevant information in the context of the school.

This was followed up in September with a telephone interview to a senior leader in each school to capture any further data and reflection from the schools. The Achievement Coaches used the same questions to conduct semi-structured interviews. The key outcomes of this project are the 17 case studies included in this report.

Achievement for All would like to thank Northamptonshire County Council and the 17 case study schools for their engagement with this review. Our team have welcomed the opportunity to work with schools and shine a light on their good practice and commitment to support the best possible outcomes for their pupils.

Case Studies



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Secondary schools – pages 45-59

Special school – page 60

Pupil Premium 'Snapshot' Report – Abbey Primary School

Developing the social skills and the emotional well-being of Pupil Premium students

Context
<p>The Abbey is a mixed community primary school for 4-11 year olds with 361 pupils on roll – a number that has grown from 328 in April 2014 as a result of moving to two-form entry. The proportion of pupils eligible for Pupil Premium funding is higher than the national average at 25%.</p> <p>The barrier the school wanted to address was the social skills and emotional well-being of the Free school meals (FSM) pupils who were not always ready to engage with their learning when starting school. Issues with attendance and lateness, lack of pupil self-esteem and motivation as well as parental engagement were key hurdles requiring close attention.</p>
Approach
<p>To address the concern, the school employ a Family Support Worker who works with Key Stage 1 Social and Emotional Intervention Groups, and also provides a mentoring and counselling role. A play therapist works with those that require additional support in relation to social and emotional difficulties. For example, those that find it difficult to communicate may be encouraged to do so through puppetry. An educational psychologist observes and assesses the pupil and then discusses what strategies to put in place in the classroom. A teacher is employed three days a week to stretch the Pupil Premium pupils as much as possible by addressing key themes/gaps in their learning which would otherwise prevent them from moving onto their next level. Workshops are held for Pupil Premium parents in order to help them support their child's learning.</p> <p>To identify the needs of each child, pupil progress meetings are held at the end of each term focusing on their academic achievement and any social and emotional needs requiring development. The teacher has a 'well-being' folder to help monitor every child every day. Provision maps identify academic and emotional support and whole staff achievement team meetings are held once every half term in order to discuss any emotional or academic pupil concerns.</p>
Key Learning
<p>The success to date is that children are more emotionally secure. They take greater responsibility for their own learning. Social behaviour stays on the playground and learning behaviour is present for the classroom.</p>

The key learning point is to ensure that a child is emotionally ready to learn before targeting the academic route.

Outcomes

Pupil Premium pupils are making greater academic progress because their concentration and academic focus is better in the classroom. Parental engagement is good and is seen as essential to securing a child's progress not only by the school but by the parents and carers now themselves.

Impact

The impact is that the school has managed to narrow the gap in attainment and progress between Pupil Premium- and non-Pupil Premium pupils in reading, writing and mathematics.

The 2014 Key Stage 2 results show that Pupil Premium children made better progress than non-Pupil Premium children. 100% of Pupil Premium children achieved two+ levels of progress in reading and maths and 91% achieved two+ levels of progress in writing. 36% of Pupil Premium children achieved three+ levels of progress in reading and writing. One Pupil Premium child achieved four levels of progress in reading and writing.

Pupil Premium children's enjoyment of school is reflected in their attendance which has gone up steadily for some time.

Next Steps

Next steps include scheduling social and emotional Intervention Groups for Key Stage 2 as well as whole staff training on emotional well-being. In September 2014 the school is embarking on a year-long project with 'Targeted Mental Health in Schools (FaMHS)', continuing further training in developing children's emotional wellbeing and a healthier mind-set. Learning mornings with parents and carers are also being planned, to develop even further stronger home school liaison. Continuing support for improving attendance and punctuality is also a priority.

Achievement Coach summary

Strong tracking of pupils' attainment and progress as well as their social and emotional needs has identified and addressed individual needs more rapidly and accurately, with consequent improved progress. This has greatly contributed to the school's very good work in ensuring equal opportunities. Pupil Premium students are fully involved in all aspects of school life making similarly good progress to non-Pupil Premium students.

The school clearly recognises that every child is unique. They are committed to ensuring that every child achieves their full potential and truly demonstrates their aim of '*Be all you can be, be yourself, be your best.*'

Pupil Premium 'Snapshot' Report - All Saints C.E. Primary School

Using a boy friendly enquiry based curriculum based on the themes of Bloom's Taxonomy to support learning and improve outcomes for children

Context

All Saints Primary School is a voluntary aided, mixed primary school with 256 pupils on role. The proportion of children eligible for Pupil Premium is below average (22%). This is also the case for children with a statement of SEN or identified as School Action or School Action Plus.

In 2011 the attainment gap between Pupil Premium and non-Pupil Premium children was unacceptably large (30%). Since that time the proportion of children with Special Education Needs (SEN) and those with social and emotional needs has increased as has that of those eligible for Pupil Premium funding (though it is still below the national average). In 2011 the school considered the curriculum to be uninspiring and failed to effectively engage the children.

Approach

An innovative and boy friendly enquiry-based curriculum led by the children and based on the Themes of Bloom's Taxonomy was introduced. Teachers differentiate and provide appropriate interventions to personalise learning and support the children to improve their outcomes.

Standardised assessments are used to provide reliable data which the Assistant Head teacher uses to track and monitor the progress of children on a regular basis. The Senior Leadership Team considers how Pupil Premium children are to be supported and discusses this with class teachers at monthly Pupil Progress meetings. Where necessary 1:1 and small group support from an additional teacher is organised to take place during the school day as well as after school.

Progress of Pupil Premium children is monitored alongside that of all children and reported back to governors and staff. Attainment and progress is considered against targets based on 'closing the gap'. Support given to pupils is evaluated against targets set for the intervention.

A Termly Learning Conversation (TLC) is used to report pupil progress to parents. This meeting is led by the child and facilitated by the class teacher. Prior to the TLC the class teacher meets with the child to plan what the child would like to show and say to parents. A report is written and sent home in advance of the meeting. Extended appointments are available for Pupil Premium and children with Special Educational Needs and Disability SEND.

Funding for trips, including residential, is available for Pupil Premium children as required and some school based clubs are subsidised for Pupil Premium children.

Key Learning
<p>Staff have a shared purpose creating an inspiring and engaging curriculum to meet the needs of the children taking into account the strengths and weaknesses of the children. By the end of Key Stage 2 the attainment gap has completely narrowed. Improved parental engagement strengthens their involvement with their child's education and the school.</p>
Outcomes
<ul style="list-style-type: none"> • high quality data for effective monitoring and tracking of pupil progress • personalised interventions to address identified needs • staff knowing their pupils better than in the past
Impact
<ul style="list-style-type: none"> • The attainment gap between Pupil Premium and non-Pupil Premium has closed and remains closed. It measured 30% in 2011 and in 2013 was +2%. • Pupil Premium children are more confident and are able to tell you what they are good at, have a more positive outlook and raised self-esteem. • Parental engagement is outstanding with 98% now attending TLCs. • End of Key Stage 2 results for 2014 show a rapid closure of the gap between Pupil Premium and non-Pupil Premium pupils. The gap is only maintained because of two Statemented Pupil Premium pupils.
Next Steps
<ul style="list-style-type: none"> • The school has an increasing number of Pupil Premium pupils with EAL. In recognition of this the school is employing an EAL support worker using Pupil Premium funds to meet their specific needs. • Tracking of progress will be closely monitored from the outset. This will involve a baseline assessment when the child starts school. Information from the pre-school provider as well as observations from the Stay and Play sessions prior to the child starting school will also be taken into account. • Home visits by the Reception class teacher will look to engage parents from the very beginning.

Achievement Coach summary

All Saints is average sized but with a below average proportion of Pupil Premium children. In 2011 the attainment gap between Pupil Premium and non-Pupil Premium children was unacceptably large and the school considered the curriculum to be uninspiring. Thus an innovative and boy friendly enquiry-based curriculum led by the children and based upon the Themes of Bloom's Taxonomy was introduced. Teachers continually differentiate and intervene to personalise learning and improve children's outcomes. Children's progress is tracked and monitored on a regular basis using standardised assessments which provide reliable data. Further support for Pupil Premium children is discussed at monthly meetings and 1:1 support organised during and after the school day. Termly Learning Conversations report pupil progress to parents and extended appointments are available for Pupil Premium children. Funding for clubs and trips, including residential ones is also made available for Pupil Premium children.

Pupil Premium 'Snapshot' Report – Bridgewater Primary School

Developing profound and inclusive learning through challenge

Context

Bridgewater is a larger than average sized Primary School with 510 pupils on roll. It is expanding to three form entry from September 2014, with three classes currently in Early years, Year 1 and Year 2. It has grown from an infant school to a primary school; 2009 was the first year there was a Year 6 class. The proportion of pupils eligible for free school meals (FSM) is below average. Pupils identified with Special Educational Needs (SEN) is also below average.

The barriers the school wished to address were responding to the national agenda of 'Narrowing the Gap' between Pupil Premium and non-Pupil Premium pupils and to raise the attendance level of the latter group.

The school recognised that parental engagement is a key to success. *'Inclusion Really Means All'* is evident the moment you enter this welcoming learning environment.

Bridgewater was awarded the Inclusion Quality Mark Flagship Status in February 2014.

Approach

'Termly Learning Conferences' lasting 15 minutes with each pupil have replaced parents' evenings and take place during the Autumn and Spring term. Children select two or three pieces of work and the teacher helps coach their discussion beforehand. This promotes pupil engagement at the meeting with parents and carers, whereby they are directly involved in their own learning. The pupil, the parent or carer and the teacher are then involved in the construct of personalised bespoke target setting. 'Celebration of Learning' takes place during the Summer Term with the pupil discussing how they have achieved during the year and the next steps in their learning are planned. Each term a report is written by the teacher reflecting the discussion and the child's next steps, to which parents add their comments. By the end of the year, the three reports combine to reflect the learning journey of the pupil. The uptake is monitored to ensure positive parental engagement.

SEN tracking is thorough and informative. Provision mapping closely identifies the intervention strategies for each pupil. The school monitors the outcomes of the support and the costs of the provision, in order to make judgements on individual pupil impact.

Key Learning
<p>The successes of the process to date: vulnerable pupils are immediately and accurately identified and the learning potential of each child is valued. Differentiation is by challenge and not by a measure of assessed ability.</p> <p>The key learning points that the school reflected on:</p> <ul style="list-style-type: none"> • a rigorous monitoring and evaluation process of data and intervention • a raised whole school profile of the tracking of Pupil Premium/vulnerable learners and the sharing of knowledge and ideas between staff to engage learners • 'strong' parental engagement
Outcomes
<p>The school has narrowed the gap between Pupil Premium and non-Pupil Premium. In 2013 at Key Stage 2, 100% of disadvantaged pupils achieved expected progress in writing and maths. In reading, 88% achieved expected progress - directly in line with all other pupils.</p> <p>In 2014, in Year 6 the gap between Pupil Premium and the rest of the cohort closed by 0.7 APS. It closed for Year 5 by 0.28 APS. For the Pupil Premium children (six) in Year 6, 90% achieved or exceeded their targets. In Key Stage 1, 100% met or achieved their targets in reading, 67% in writing and 100% in maths. In Key Stage 2 combined, 96% met or exceeded their targets in reading, 93% in writing and in maths, 94%. The school continues to rigorously identify and address the gaps to ensure the attainment and progress of their Pupil Premium children.</p> <p>Parental engagement is now a key strength, with parents actively involved in the Termly Learning Conferences. Children's attitudes to learning have significantly changed and their attendance has noticeably improved.</p>
Impact
<p>Pupils have equal opportunities to learn as the school works meticulously to remove any barriers to learning. The Pupil Premium funding has allowed for a range of interventions to be put in place to ensure success for all.</p>
Next Steps
<p>To plan for a positive future for vulnerable children in the school, mentors will be organised for all the Pupil Premium children. They will be key in tracking the wellbeing, progress and effort of the child through the school. They will also monitor the attendance and engage with parents, demonstrating an inclusive climate for all children.</p>

Achievement Coach summary

Bridgewater strives to provide inspirational learning and teaching so that every child can achieve their best. Children are passionate about learning. It is very much an inclusive school where support is tailor made so every child can achieve, all day, every day in a stimulating learning environment. Aspiration is the norm.

Pupil Premium 'Snapshot' Report - Croyland Primary School

Using Maslow's Hierarchy of Needs to support and accelerate the progress of vulnerable pupils

Context

Croyland Primary School is a larger than average primary school with 410 pupils located in an area of deprivation. The proportion of children eligible for Pupil Premium is above average at 28%, as is the proportion of pupils identified with Special Educational Needs (SEN). The school hosts specially resourced provision on behalf of the local authority for up to ten pupils with speech, language and communication needs. The school also provides for up to 12 Key Stage 1 pupils with complex social, emotional and/or behavioural needs.

Whilst there are pupils from other ethnic groups, some of whom speak English as an additional language, most of the pupils are of White British heritage and it is the attainment and aspirations of these pupils and the low level of interest shown by a number of parents which give cause for concern.

Approach

The approach is based upon Maslow's Hierarchy of Needs with support being given to pupils who present identified needs in the lower levels of the hierarchy. These include:

- Safety Needs – A Behaviour Support Mentor is employed offering a wide range of support to children with social, emotional and behavioural needs that hinder learning. Supported after school childcare provision is available for Looked After Children (LAC) and families vulnerable to breakdown and to help them feel safe and to give respite to carers.
- Belonging and Love Needs – 'Granny time' where school staff spend nurture time by reading for pleasure with individuals on a daily basis and take an active interest in the child.
- Esteem Needs – A Pastoral Support Assistant has been employed to offer support to individual children to improve wellbeing, self-image and self-esteem. She meets and greets children and parents at the school gate and through that relationship is able to extend support to the family. Where necessary a range of child and family focused therapies are employed to support skill development.
- Academic Needs – A wide range of interventions are in place for pupils to ensure that they have the support needed to make good progress and attain at or above age related expectations. The school has focused its additional support on phonics and reading

through increasing targeted support from Teaching Assistants and a teacher who is highly experienced with reading recovery.

- Pupil numbers to teacher ratio has been reduced in Year 1 and Year 6 to increase individualised support and personalise the children's learning. Booster classes are provided after school to provide additional learning opportunities including level 4 and level 6 maths tuition.
- Croyland has worked in close partnership with Achievement for All for two years. Their Coach was incredibly supportive of the school, and used her skills and expertise in wider school life to support the development of teaching and learning across a wider focus than just the Achievement for All target groups. In particular, her knowledge as an early years and Key Stage 1 practitioner has helped to move forward the development of guided reading and guided writing in these year groups.
- Access to educational visits through financial support.

Key Learning

- The support of Pupil Premium children is facilitated and monitored by the newly appointed deputy who acts as the Pupil Premium coordinator to ensure that funding has been targeted to the needs of the children.
- All academic and pastoral interventions are reviewed every six weeks to ensure that they have a positive impact on the child.
- The review is a collaborative procedure to ensure that achievements are acknowledged and celebrated by all involved.

Outcomes

- Monitoring of progress has enabled the impact of teaching and specific interventions to be tracked, measured and impact assessed.
- The gap in attainment between Pupil Premium children and their peers is narrowing in some year groups but not others. This is partly due to the limited time that some of the interventions have been running. Interventions which are not showing significant impact will be reviewed as part of the school's Pupil Premium spending review and, where necessary, changes made to the approach being used.
- Engagement of parents and carers has helped to improve attendance, behaviour and raise aspirations.

Impact

Year 6 combined attainment for all pupils achieving Level 4 has improved rising from 61% to 78% this year. Pupil Premium combined attainment has risen from 53% to 56%. Whilst the gap has widened it is encouraging to note that the attainment of all pupils has improved significantly.

Expected progress in Year 6 has narrowed from -19 to -7% in maths with 81% (60%, 2013) of Pupil Premium pupils making expected progress and 13% (7%, 2013) making more than expected progress .

Attendance and behaviour has improved significantly. Whole school attendance has improved from 93.8% (2012 – 13) to 96.9% (2013 – 14).

In September 2013, 14 children started with action plans for behaviour. This reduced to seven by the end of the school year.

Next Steps

Whilst interventions take place across all year groups more focus will be placed on Years 1, 2 and 6. This will mean that identified underachievement will be tackled early and prior to transition at the end of Key Stage 2.

Due to the large number of children receiving Pupil Premium funding, a specific action plan will be put in to place. Intervention reports will support qualitative as well as quantitative measures.

A governor has been on Pupil Premium training and will be acting as named governor for Pupil Premium.

Achievement Coach summary

Croyland, a large school in an area of deprivation and with an above average proportion of Pupil Premium children uses Maslow's Hierarchy of Needs to target support at pupils in the lower end of the hierarchy. Members of staff have been employed specifically to concentrate on the pastoral care of the children and on their social, emotional and behavioural needs. Vulnerable families themselves are further supported by the school. In addition existing staff provide nurturing time outside the classroom. All these measures provide a firmer foundation on which the academic Pupil Premium interventions can be put in place. These include targeted support from Teaching Assistants, reading recovery teachers and the reduction of certain class sizes.

Pupil Premium 'Snapshot' Report – Hopping Hill Primary School

Developing writing through parental engagement

Context
<p>Hopping Hill is a large primary school (2–11 years) with 460 pupils on roll. 29% of pupils are eligible for Pupil Premium, which is above the national average. In recent years the school has had a decline in the number of pupils identified as School Action Plus and with a Statement. The number is now below the national average.</p> <p>The barrier the school wished to address was to increase pupils' engagement in writing to improve achievement. The school also wished to increase parental engagement in their child's learning.</p>
Approach
<p>The school strongly believes that the key to academic success is to involve parents. A sequence of themed learning activities across the school to engage families, in particular for those children in receipt of Pupil Premium funding, was carefully planned. Workshops for parents and carers, friends and families were held to encourage active participation in their child's learning. One approach was a children's author holding a workshop with parents and running sessions with all pupils. He read his own stories and shared with the children where he gets his story writing ideas from and how through hard work, high aspiration and self-motivation he achieved his goals. Children were so inspired; they wrote their own stories and recognised how their goals are attainable through hard work. Pupil Premium money was used to pay for the visit and to run staff and parents workshops in developing pupils' imagination, thought processes and developing a real purpose for writing. A second approach encouraged pupils to write at home with exceptional parent participation. The 'World Cup Writing and Parental Engagement Project' captured parents and pupils' imagination with parents tweeting their children's writing created at home and children writing to their favourite football club, player or presenter. [see Example 1.1]</p>
Key Learning
<p>The success is that learning partnerships have been strengthened between home and school by focusing on parental engagement.</p> <p>The key learning point is the tracking of any new strategy introduced, by linking measures of parents' participation in workshops and meetings to data on pupil progress.</p>

Outcomes
<p>In 2012, 75% of Pupil Premium pupils attained Level 2 or above in the Key Stage 1 writing assessment compared to 81% in 2013.. In 2013, 94% of disadvantaged pupils achieved expected progress in writing at key stage 2, while 100% of other pupils achieved expected progress. Academic levels have improved again in 2014 with pupils eligible for Pupil Premium working above the national averages. 100% of pupils in Year 6 achieved 2+ levels of progress in reading, writing and maths. The percentage of Pupil Premium children achieving a level 4 in reading, writing and maths was 88%. The whole cohort was 89%. The government floor target for the end of Key Stage 2 was 65%.</p> <p>For attendance, in 2012-13 the whole school was 95.5% and Pupil Premium children were 92.4%. In 2013-14 the whole school was 96.6% and the Pupil Premium children were 95.5%. Over the two years the gap has narrowed due to increased parental engagement and children's enjoyment.</p>
Impact
<p>The school have seen an increase in participation at school events by parents and a greater active involvement in their child's learning. The school is successful in engaging parents as it starts where parents are, rather than where they would like them to be. This means engaging parents in non-threatening activities to start with, before building up slowly to ones that focus on academic learning. Themed projects have secured parents' participation in their child's learning. The use of electronic communication and social media are well used and has made communicating with parents easier, to ensure they are clear about aspects of their child's learning.</p>
Next Steps
<p>The school are continuing with their themed approaches to learning for the next academic year due to the overwhelming success of parental engagement in their children's learning.</p>
Achievement Coach summary
<p>The Head teacher is inspirational, working tirelessly to ensure equality for all. The school works outstandingly with parents who now fully engage with their child's learning. It provides exceptionally high standards of care and support, working with parents closely to help them inspire their children, to get the very best out of their learning.</p>
An Example of a Parental Engagement Theme
<p>With the World Cup in Brazil approaching the school engaged in a project that would increase pupils and parents participation in reading and writing for a purpose. The school bought a replica</p>

World Cup and set about sharing the mystery of the World Cup going missing, asking the parents and children to engage in a range of reading and writing activities to find it.

1



All children were posted a letter on Thursday 29th May to arrive home on Saturday 31st claiming the World Cup had gone missing. The school Twitter page came alive as parents tweeted possible sightings and evidence from wrapping paper to a poster being made to ask people to look out for clues. When staff arrived at school on Monday some children had been to school over the weekend and had put posters they had made at home up on the school gates and fences asking for help to find the trophy.

2



Families were asked by class teachers, through Twitter to look for signs outside their homes. Staff took the cup to a number of children's houses and photographed it outside ready for assembly on Tuesday. Children were amazed in assembly on Tuesday to see the World Cup outside their houses, parents were also thrilled at how keen children were to come to school early to look for clues and look at home. The trophy was also photographed outside local shops and businesses, children eagerly looked for clues and were asked to record in any way they choose what they had found, where it was found, what they thought the evidence told them.

3



Parents tweeted writing created at home. In the class room children made posters, wrote to different organisations asking for information, wrote to the local newspaper to inform them of what had happened. The level of engagement and excitement was evident to all. Children had a real purpose for writing. It had a focus on something that really interested them and was relevant. Dads were enthused and came into school during family reading to share pictures of what the original World Cup looked like before it went missing. One was surrounded by children who were eager to see the picture and discuss the differences.

4



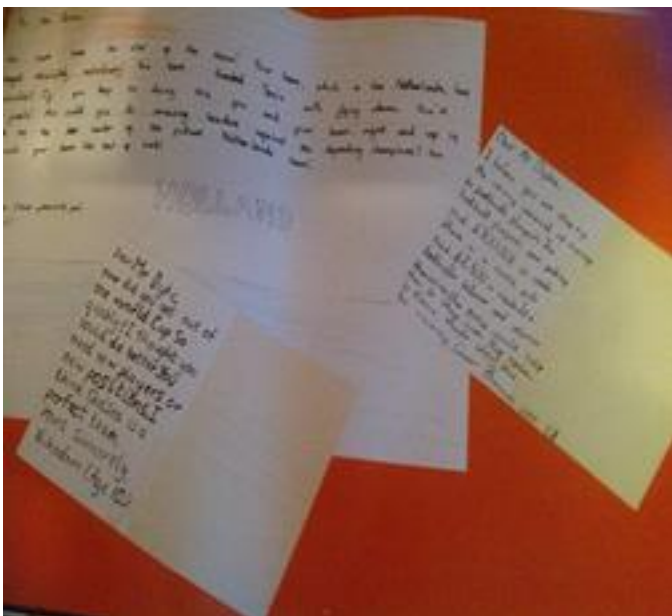
Writing had a real purpose, many children received their very first letter at home, many wrote to their favourite club, player or presenter to tell them of events in school. Children used technology to read about the history of the trophy, to research and map out where the trophy had been spotted. Parents engaged through twitter, the school APP, family reading and writing sessions and through sharing information daily in class. The standard of writing was very high across school.

5



On the day of the first World Cup match the trophy was placed in the middle of the playground. As parents and pupils arrived they were all very excited to see it, but couldn't quite touch it as the play area was surrounded by fencing. They eagerly gathered round talking about how it could have got there. All children were photographed with the trophy. Back in class children sent letters and postcards that were posted to different people involved in the World Cup. Responses were received from Arsene Wenger, physiotherapists, local clubs and Joe Hart. Children and families were so excited to receive replies to school and home.

6



The project really engaged parents and pupils in an event that was in the news, the level of engagement was exceptional. Another impact which had not been predicted was an improvement in attendance over the two weeks from a typical week of 95.2% to two weeks with an average of 97.4%.

Parents liked the fact they were involved from the outset and shared the initial excitement of the letter to finding the cup. Parents commented on how they could talk to their child about their learning that day as they knew what they would be doing and ways of supporting.

7



Academic levels have improved again this year with pupils eligible for Pupil Premium working above national averages and 100% pupils in year 6 achieving at least two levels progress in reading, writing and maths. The school also made it into their local paper.

The day ended with a Brazilian carnival where the parents were invited to join in with cocktails, dancing and music.

Why has it worked? Because ...

Parental Engagement in Learning = Increased Achievement + Increased Attendance

Pupil Premium 'Snapshot' Report – Kingsthorpe Grove Primary School

Personalised learning the Rainbow way

Context
<p>Kingsthorpe is a large primary school. The proportion of pupils for whom the school receives the Pupil Premium is above average - 31%. There is a significant cross over between pupils identified with Special Educational Needs (SEN) and those eligible for Pupil Premium.</p> <p>The starting points of pupils are typically below those that are usually found when pupils join the school. The challenge was to raise the standards for all learners with a clear focus on the 'Pupil Premium pupils'.</p> <p>Some pupils had issues with self-esteem, boundaries and self-help, which mainstream lessons were not addressing and pupils sometimes 'stuck' to one adult despite the school's best efforts to encourage independence. They were rarely working and thinking alone.</p>
Approach
<p>In order to address the issue, the school began a personalised learning class in September 2013 consisting of 12 pupils known as 'The Rainbow Class'. In the mornings, the identified pupils spend time out of the classroom with experienced teaching and support staff. This helps the classroom teacher focus on the learning of the rest of the class. Those taken out for core learning are pupils with the most extreme social, behavioural and academic needs. These children benefit by learning the necessary skills to access their learning whilst the children in their main classes have more teacher and Teaching Assistant time. In the afternoon pupils return to their main class to maintain the social links and to continue with a broad and balanced curriculum.</p> <p>The experienced teaching and support staff work with the children in The Rainbow Class to develop their independence in a small group environment, having the freedom to leave the site in order to teach self-help skills. This personalised approach allows a thorough analysis of the children's barriers to learning and puts in steps to address these barriers, meeting the needs in whatever way is most appropriate to the individual child.</p>
Key Learning
<p>The pupils in the personalised learning class had a marked lack of independence and have had success in 'learning to learn'. They learn to access work independently, manage to complete it and show work they are proud of to their parents and carers. The families and teachers have noticed greater confidence and greater resilience in the children. Parents state their children are a great deal happier attending school.</p>

The key learning point is there needs to be very clear criteria for who will access the group and also for when a pupil leaves the group to return to mainstream learning.

Outcomes

The pupils supported through the Pupil Premium are now making similarly good progress to their classmates. In some respects, such as reading by Year 2, their progress is currently the equivalent of a term better. School data shows that the progress made by pupils in the current Year 6 has already brought them closer to the standards attained by similar pupils nationally in 2013 in both English and mathematics. The gap has narrowed between Pupil Premium pupils and the cohort. For example, school data indicates that the gap in the standards reached by those pupils eligible for additional funding and those reached by classmates has reduced to about a term.

Impact

The impact of the personalised learning class has been very positive. The Rainbow Class children have developed in confidence. Their speaking and listening abilities have improved considerably and there has been a noticeable progression in their reading, writing and maths skills. As a result, all but one have been integrated to mainstream morning learning classes.

Next Steps

The school are continuing with 'The Rainbow Class' for the next academic year and intend to build upon its success.

Achievement Coach summary

The senior leadership team has proved relentless in their drive to ensure a highly structured and responsive approach to learning for each individual child. They have created an ethos in which all pupils are able to progress, achieve and participate. They have strengthened the link between learning and teaching by engaging pupils and their parents and carers as partners.

The Rainbow Class - A Personalised Learning Activity Example

The pupils making decorations for the Christmas tree and crackers for the table. They prepared the vegetables and Yorkshire pudding batter, set the table and sat down to dinner together for a shared meal.



What they learnt

This work built on a number of skills including fine motor, peeling, chopping, cutting, sticking, folding and decorating.

Socially they had to cooperate, share, work together, listen to each other, make things for each other (no child had their own cracker), share ideas and conversation, use good manners.

They also learned about Christmas traditions, where vegetables come from and how to prepare them, including food hygiene and used maths skills to scale up the batter and using the recipe to make the correct number of puddings.

Pupil Premium 'Snapshot' Report - Mawsley Primary School

Using Pupil Premium to support outstanding teaching and learning opportunities in and beyond the classroom to accelerate and sustain progress

Context

Mawsley is a mixed community primary school with 367 pupils on roll. It has grown considerably since it opened in 2004 with just 87 pupils. It is a two form entry school serving mainly a newly built village. It has below average number of Pupil Premium pupils; this is also the case for those with identified Special Educational Needs (SEN).

Approach

The school recognises that pupils entitled to Free School Meals (FSM) may start school lacking good social and communication skills which put them at a disadvantage from the outset.

Early identification of these children's needs, supported by outstanding teaching and learning along with high quality personalised interventions are fundamental to accelerating and sustaining pupil progress. Beyond the classroom progress is enhanced through the encouragement of parental involvement in their child's learning experience and by the provision of suitable high quality enrichment opportunities before and after school.

A critical element to early intervention is the home visit carried out by the Reception Class teacher and Teaching Assistant before the child starts at Mawsley. This visit helps the parents to prepare their child for starting school. An information and resource pack with a range of activities for completion over the summer is used to quickly assess what the child can do prior to starting school. This enables the teacher to plan from the outset appropriate personalised teaching and learning strategies for use in class and at home.

The ability to read is frequently an issue if parental engagement is indifferent. In recognition a Reading Assistant is employed to support pupils during lesson time and through extra-curricular reading clubs. As a consequence the Reading Assistant meets parents and encourages their reading together at home. A 'borrowing club' is run and maintained enabling children and parents to access suitable resources such as books, magazines, games, and CDs.

A Learning Mentor is employed to provide opportunities to enhance the children's learning through extra-curricular clubs. The Learning Mentor also holds learning conferences for selected parents on a weekly or fortnightly basis. Parents are either invited into school or receive a phone call in order for the Learning Mentor to share their child's achievements, discuss areas for development and suggest resources to support the identified needs.

Homework provides a valuable opportunity for parents to engage with their children. As well as homework set by the class teacher additional 'rainbow homework' offers children the

opportunity to work on a range of graded activities to enhance and improve their literacy skills. Indeed many activities actively encourage working with parents.

On a day to day basis staff are employed to run 'catch up' sessions providing children with opportunities for adult led time to overcome misconceptions from their morning lessons.

For pupils in Year 6 a breakfast club is available once a week where an adult is on hand to support them in completing homework and other areas of need.

Key Learning

The school recognises that effective interventions must:

- be personalised to the needs of the child
- be short, lasting no more than six weeks
- be closely monitored and changed where necessary
- assessed for impact and effectiveness

Outcomes

The school has managed to narrow the gap in attainment between Pupil Premium and non-Pupil Premium pupils. At Key Stage 2 the school achieves above national average for reading, writing and mathematics. Parental engagement is high and seen as essential to securing their child's progress and encouraging a positive lifelong attitude to learning.

Impact

	Reading Cohort	Reading PP	Gap (all and FSM)
Year 4 2011-12	3.9	3.75	-0.15
Year 5 2012-13	2.6	2.5	-0.1
Year 6 2013-14	3.48	3.75	+0.27
	Writing Cohort	Writing PP	Gap (all and FSM)
Year 4 2011-12	3.5	3.0	-0.5
Year 5 2012-13	2.2	2.5	+0.3
Year 6 2013-14	3.78	5.75	+1.97
	Maths Cohort	Maths PP	Gap (all and FSM)
Year 4 2011-12	3.3	2.5	-0.8
Year 5 2012-13	3.0	4.0	+1.0
Year 6 2013-14	3.53	4.25	+0.72

The gap in attainment has narrowed and in many cases closed in the three years since the school has been receiving Pupil Premium funding. The table above showing the progress over the last three years for Year 6 (2014) clearly demonstrates this. Similar patterns can be seen in other years over the same three year period. There are a few exceptions the reasons for these have been identified and are being addressed. As the pupils reach the end of their time at Mawsley Primary School the impact of accelerating progress afforded by Pupil Premium funding is clearly evident.

Comments from Mawsley:

Reception Home Visits and Information Packs

Parent – ‘We thought you had put a lot of work and effort into preparing the toolkit and it was really nice to have this to focus on, to help them get ready for school. THANKYOU! It was much appreciated’.

‘There was a range of activities she could do which gave her a real sense of achievement, then others that were new and gave her a challenge’.

Parent Conferences

‘Absolutely fantastic! ; hope that conferences can continue in September. Good for feedback each week as I don’t get a chance to speak to teachers often.’

‘Feel like I am getting somewhere with the girls – good response from the girls, it helps their learning. Definitely want conferences to continue to make sure she can keep making progress.’

‘Helpful to know what she’s been doing each week. Good to get ideas for how to help her at home. The ideas for learning are fun and the advice is helpful. Conferences are fantastic at the minute.’

Clubs

‘Homework club has provided children with access to resources that may not be readily available at home such as stationery, books, laptops and the internet. This club has allowed children to work at a desk within a relatively quiet working environment, which may not necessarily be available at home.’

Individual Tailored Sessions for Children

An FSM child in Year 6 struggling with their reading was invited into school for two 45 minute sessions before the school day started. The adult working with her said:

Her confidence has shown a visible increase to not only me but also other teachers as well. She has told me she feels more confident reading aloud. The enjoyment she has for reading has also amplified. Throughout the sessions she has steadily increased her input into what targets we would aim to meet and what tasks would suit her needs. She began to be able to identify her weaknesses early on and would welcome challenges. She developed an eagerness to improve.

Next Steps

- Observe interventions in action and reflect on their effectiveness
- Create a culture where examples of best practice are promoted

Achievement Coach summary

Mawsley, a large school has a below average number of Pupil Premium children on roll and its approach is to target these children early, i.e before they start at the school. Appropriate personalised teaching and learning strategies can then be arranged for use in class and at home from the outset. Thereafter additional members of staff have been employed both during and after the school day to support reading, provide suitable high quality enrichment opportunities and run 'catch-up' sessions and a weekly breakfast club to ensure homework completion. Pupil progress is further enhanced through the encouragement of parental involvement by way of weekly learning conferences and individual parental meetings and telephone calls.

Pupil Premium 'Snapshot' Report - Park Junior School

Using Pupil Premium to increase the impact of quality first teaching and support for families to improve attendance, wellbeing and self-esteem

Context

Park Junior School in Wellingborough is an average sized primary school with 243 pupils. 54% of the pupils are White British whilst the remainder are from a wide range of ethnic groups. 28% of children speak English as an additional language.

The proportion of pupils eligible for Pupil Premium funding is in line with national average at 24%. A disproportionately large percentage (66%) of eligible pupils are White British whilst only 14% of eligible pupils speak English as an additional language. The low aspirations and attainment of the White British children is a real cause of concern for the school. Pupil Premium funding is used not only to accelerate learning and raise attainment but also to encourage positive parental engagement particularly those of White British origin.

Approach

Additional 'outstanding' teachers have been employed to reduce class sizes in years 4, 5 & 6 especially for English and maths in order to increase the impact of quality first teaching.

Pupils needing additional support to accelerate progress are identified early and interventions planned for the year:

- Code X¹ is delivered to pupils in any year who require accelerated progress in reading/
- For Year 3 the school subscribes to both the Read Write Inc. literacy programme and the Mathletics online learning platform.
- In Year 6, 1:1 tuition increases the number of pupils achieving two levels of progress in reading, writing and maths. For the more able a visiting teacher from the local secondary school delivers higher level maths lessons.

Progress is accurately assessed and reviewed by the class teacher half-termly and every term teachers are given time to meet with senior leadership team SLT for in-depth pupil progress discussions. A class profile is completed prior to the meeting, concerns discussed and interventions agreed.

A Family Support Worker is employed to work with families with identified needs by way of counselling and support to improve their child's attendance, wellbeing and self-esteem. (She has also set up a Family Support Worker network group for the Wellingborough area.)

Code X is a reading intervention programme for struggling readers including those pupils with SEN.

A well-attended breakfast club which runs daily and welcomes pupils from the nearby infant school has helped to reduce persistent lateness and increase attendance.

The school offers a vast range of extra-curricular activities.

Key Learning

The school recognises that effective interventions must involve:

- reduced class sizes
- regular monitoring and early identification of underachievement
- personalised interventions to address weaknesses and accelerate progress
- the engagement and wider participation of parents

Outcomes

- Regular assessment and monitoring of progress has enabled the impact of teaching and specific interventions to be tracked and measured. Teaching and interventions can be adjusted to meet the needs of the children.
- The engagement of parents has improved children's attendance and has helped nurture a culture of an enjoyment of learning and of experiencing success.
- Children have benefited from smaller classes and personalised learning. Their education has been enriched by opportunities such as author visits, science and sports events and visits to places of interest by way of Pupil Premium funding.

Impact

- Pupil Premium pupils making expected progress in maths at end of Key Stage 2 has increased from 83% (all pupils 98%) in 2013 to 100% (all pupils 95%) in 2014. The APS for maths in 2014 is 13.8. A Pupil Premium pupil was one of three to attain Level 6 at the end of KS2.
- Pupil Premium pupils making expected progress in Reading at end of Key Stage 2 has increased from 85% (all pupils 92%) in 2013 to 100% (all pupils 97%) in 2014. APS for Reading in 2014 is 15.3.
- Pupil Premium pupils achieving age related expectations in writing have risen from 85% (all pupils 74%) in 2013 to 92% in 2014 (all pupils 92%). The APS for writing is 13.6.
- Attendance has continued to improve with whole school attendance rising from 95.6% to 96.4% Pupil Premium pupil attendance continues to improve reaching 94.5% for the last academic year.

- Persistent absence is very low – just 14 in 2013 – and this did not include any Pupil Premium pupils. No Pupil Premium pupils have received a fixed term exclusion in the past five years.

Quotes

- From a foster carer to a Y6 boy and girl: “The school has completely changed their lives around”
- Parent of boy achieving Level 6 in maths: “His achievement is all down to the efforts and hard work of the school”
- Parent of a boy making 22 points progress in reading: “The school has made a massive difference to the progress and happiness of my child”

Next Steps

- Increase hours for Family Support Worker to strengthen the work with parents
- Promote increased physical activity and further enhance parental interest with the Change4Life programme.

Achievement Coach summary

Park Junior is average sized. Only 54% of pupils are White British and 28% speak English as an additional language. The proportion of Pupil Premium children is in line with the national average but of these a disproportionate number (66%) is White British. Pupil Premium funding is therefore used to encourage positive parental engagement of those of White British origin as well as to accelerate learning and raise attainment generally by the employment of additional ‘outstanding’ teachers and reduction in class sizes. Pupils needing additional support are identified early and tailored interventions implemented to accelerate progress. A Family Support Worker is employed to support families and enhance children’s attendance, wellbeing and self-esteem. A vast range of extra-curricular and enrichment activities along with parental engagement helps nurture a culture of enjoyment of learning.

Pupil Premium 'Snapshot' Report - The Grange School

Accelerating progress: small group teaching

Context
<p>The Grange is a larger than average sized mixed, community primary school with 445 pupils on roll. 25% of pupils are eligible for Pupil Premium.</p> <p>Although all pupils at The Grange were making very good progress the gap between Pupil Premium pupils and non-Pupil Premium pupils was not closing fast enough: the school therefore focused on English, maths and the development of the pupils' social and emotional wellbeing.</p>
Approach
<p>The Grange holds six weekly progress reviews and ten pupils who are making less progress are identified for maths and English with Pupil Premium pupils being prioritised. These pupils are moved into an additional class for one hour a day for a block of six weeks. There is a clear expectation that pupils make at least one sub-level of progress. The additional class follows the same curriculum as the main class but adapts it to meet the needs of the group. Joint planning time for the class teacher and the additional class teacher is provided daily during assemblies and registration.</p> <p>A second barrier to progress identified by the school was around social and emotional well-being of the pupils and so a Teaching Assistant (TA) was identified and trained to provide specific support to meet identified social and emotional needs. This is now being developed to include more in class support to ensure that strategies developed in intervention time are carried back into the classroom.</p> <p>The school has also developed a range of further strategies including: parenting support work; a trip to Spain with a majority of Pupil Premium pupils and clubs are targeted to the most disadvantaged learners.</p>
Key Learning
<p>The Grange was clear that they needed to focus on the research and experiences in outstanding schools in order to prioritise the spending. They then identified all the pre-requisites that would underpin high quality provision: this included the availability of high quality spaces, and the room layout but crucially they ensured that the additional class would be led by outstanding teachers.</p> <p>Ensuring that staff are ready and prepared to work in this different way is key.</p> <p>For some children, in particular those with the greatest social, emotional and behavioural</p>

needs, it would be useful to observe the pupil in the main class prior to starting work in order to ensure that these needs are understood and can be met as quickly as possible.

The classes have worked most effectively when time has been made available every day for the block: it has been less successful when pupils are moved to the additional class for a small number of sessions each week.

'I have learnt a huge amount working with children in small groups drilling down to uncover their next steps: I intend to continue doing this as I return to whole class teaching.' (additional class teacher)

Outcomes

The additional class teacher is able to focus more specifically on the needs of individuals and key barriers to learning are addressed: for the Pupil Premium pupils the additional class teacher focuses on increasing the frequency of her interactions and the mediation of learning and feedback.

The additional class is not seen as either negative or separate because the two classes follow the same curriculum and, because pupils are identified according to need, the additional class membership is highly fluid and focused on barriers to learning.

Impact

99% of Pupil Premium pupils are on track to make at least two levels of progress or to achieve at least a Level 2b at the end of Key Stage 1. In Upper Key Stage 2 55% are on track to make at least three levels of progress.

Next Steps

This intensive intervention has been scaled back slightly and the school is now seeking to increase the support for emotional health and wellbeing to full time. They are also focusing on increasing the expertise and adult support in the Early Years in order to address the needs of the most vulnerable learners early.

Achievement Coach summary

On a six-weekly basis the Grange identifies those pupils who have not made progress. These pupils are then immediately targeted to work in a much smaller group following the same curriculum but with a sharp focus on their barriers to learning. The expectations for progress in the six weeks are highly aspirational but are being achieved.

Pupil Premium 'Snapshot' Report - Thorplands Academy

Raising the profile of attendance

Context

Thorplands Academy has 198 pupils on roll, aged 4-11 years. 54.9% of pupils are eligible for Pupil Premium which is above the national average.

Thorplands identified that both the attendance and persistent absence of Pupil Premium pupils was a significant barrier to learning. The key issue was around the lack of value parents were placing on education and about their understanding of the impact of the links between success at primary level and eventual life chances. This resulted in school being missed for appointments, birthdays and feeling 'under the weather' as well as for holidays and, for some EAL pupils, return visits to the birth country.

Approach

The Academy initially employed an outside agency recommended by sponsors: they also allocated a dedicated parent link worker to develop and manage the project two days a week. The agency conducted an audit, supported the re-write of policy documents, led whole staff training as well as training for the new parent link worker and supported parent and child assemblies focusing specifically on attendance. Crucially, they also supported the implementation of a new data tracking system which now enables the Academy to monitor and evaluate attendance with greater consistency and rigour.

The parent link worker does a number of things including first day calling and follow up calls to any who have been off at all, in order to establish contact with the family. Subsequently there are letters to share concerns with the parents and carers; meetings are then arranged to discuss concerns and identify barriers to attendance. As a result of this meeting a parent contract is drawn up which includes what the parents will do and the support to be offered by the Academy. The parent link worker also offers a single, regular point of contact for these parents and families with a focus on developing a relationship with them. If the contract is not successful then the parent link worker carries out home visits followed by a move to prosecution. She also ensures that she is visible on the playground in the morning and evenings.

Whilst the Academy developed strategies to work with individual children and families they also focused on increasing the profile of the importance of high attendance. Initially, each class had targets based on the previous year's attendance with rewards but this was not focused enough so targets are now for each pupil. The Academy offers a variety of rewards which range from a disco to a picnic, and the pupil council are currently developing a proposal for other potential

rewards. Those who have 100% attendance over the year are invited to a special lunch. There is a notice board with diamond targets on showing what children should be aiming for and celebrating those who have achieved 100% attendance each week.

The Academy has also introduced a free breakfast club sponsored by a bakery with 80 places available with Pupil Premium pupils being prioritised.

Key Learning

Prioritising attendance with all stakeholders including pupils, parent and carers and staff is having a significant impact, particularly in terms of ensuring there is a single point of contact.

Outcomes

The tracking system has enabled a much sharper focus on the tracking of attendance and subsequent actions. The parent link worker is becoming more skilled in her role and is developing expertise in both supporting and challenging parents. Staff are focusing on improving attendance on a daily basis with their classes. They also feel that it is important to have the flexibility to follow 'gut instincts' at times in order to support and challenge families most effectively.

'I got 100% attendance last year. I was excited because I achieved something and I got something in return! I learnt more and I got a reward.'

Impact

Attendance overall has increased from 93.12% in January 2013 at the start of the project to 97.5% currently, with persistent absence reducing from 8% to 1%.

At Key Stage 2 Pupil Premium pupils significantly out-performed non-Pupil Premium pupils by 28% at Level 4+ and by 15% at Level 5+.

In one particular family, the older sibling (now left) previously had an attendance record of 86.8% with significant involvement from the parent support worker including liaison between the parents; collecting the child and moving to warnings. The younger sibling currently has 100%.

Next Steps

The next steps for the Academy are to ensure that they focus on reducing time lost to holidays, in particular extended holidays during visits to birth countries with an aspirational target of 98% attendance and 0.5% Persistent Absence.

Achievement Coach summary

Thorplands has raised the profile of attendance with all stakeholders by improving monitoring and establishing a single point of contact who follows up absence. High attendance is rewarded and staff are focusing on improving it still further.

Pupil Premium 'Snapshot' Report – Caroline Chisholm School

Closing the gap in numeracy for pupil premium students

Context

The Caroline Chisholm School is an above average size all-through school (1865 pupils), which converted to an academy August 2011. The proportion of students known to be eligible for Pupil Premium is below average.

The identified barrier: some students are failing to make the same rate of progress in mathematics as they do in English. For GCSE mathematics the gap between 'all' students and Pupil Premium students for achieving good GCSE passes was 31%. A greater concern was the three or more levels of progress made by 'all' students in comparison to Pupil Premium students. In English the gap was 5% whereas in mathematics there was a 20% difference.

Approach

To address this concern, two models were considered. A long term sustainable project that adopted a primary school philosophy in Key Stage (KS3) and one that focused on the immediate needs of school results at Key Stage 4 (KS4).

Key staff, in both KS3 and KS4 were appointed to ensure the facilitation of small group work. Support staff received training in maths to allow them to be more proactive in lessons. Evidence from The Sutton Trust provided a focal point for staff training days in relation to Assessment for Learning (AfL). The provision of designated study days, with students taken off site to a business environment was deemed motivational and a worthwhile learning exercise. Sixth Form students provided one to one tuition for underachieving Pupil Premium students in maths and all Pupil Premium students were assigned an academic mentor. Specific resources were purchased to aid teaching and learning, particular in KS3 (Rubicon). Baseline testing was carried out and an audit of needs was produced; developed by the working group. Financial planning was carefully scrutinised to ensure quality assurance. A Pupil Premium Steering group was formed, with key leadership, academic, pastoral and support staff.

Key Learning

The successes to date are that the small group classes at Key Stage 3 have seen improved progress. The one to one sessions have also seen a closing of the gap in Key Stage 4.

The key learning point is that intervention needs to start with a 'bottom up' approach, rather than 'top down'. Reacting to issues that arise in Year 11 had become a cyclical event; tackling the lack of progress in numeracy requires investment in Year 7.

Outcomes
<p>The positive outcome of the project is that Pupil Premium students are making greater progress. There is positive feedback from parents at KS3 Parents Evenings regarding the confidence students are now showing in maths.</p> <p>Students engage more in the small groups and are very positive. Comments include <i>'I like being in a small group...it helps me concentrate ... I get more attention from the teacher. We work at our own pace but we are not allowed to work too slowly'</i>.</p>
Impact
<p>The impact is that the gap between 'all' students in maths has closed significantly over two successive years for GCSE. In 2012 it was 50%; in 2013 it was 27% and in 2014 it was 17% for three levels of progress or more.</p>
Next Steps
<p>Previously the school have focused on academic intervention. A recent audit shows the need to be more supportive to Pupil Premium students' welfare. The school have now employed a full time pastoral mentor for KS3. A further appointment is pending, for another pastoral mentor to work with Year 10 students. They are considering the appointment of a part time Ed. Psychologist. Maths will also be working with English, disseminating good practice.</p>
Achievement Coach summary
<p>There is a clear drive to convey high ambitions for Pupil Premium students' success and their wellbeing in mathematics, with parents being overwhelmingly positive about the approach the school have taken. The school clearly demonstrates their aim – <i>'To make sure that all students get the most they can from their education, enjoy their time with us and achieve their highest potential'</i>.</p>

Pupil Premium 'Snapshot' Report - Danetre and Southbrook Learning Village

Developing the rounded learner

Context
<p>Danetre and Southbrook Learning Village (DSLVL) became an all-through sponsored academy in September 2012 with the amalgamation of a nursery, a primary, a secondary school and a sixth form with 1390 pupils on roll. 31% of pupils are eligible for Pupil Premium funding which is higher than the national average.</p> <p>DSLVL had identified gaps in Pupil Premium student attainment and progress against the national and academy averages. Specific issues were also identified by departments, ranging from lack of access to music tuition to limited basic numeracy skills as well as a lack of access to after school sessions, holiday or Saturday clubs. To accelerate these pupils' progress the Academy focused on maths and English; emotional stability; raising aspirations and increasing cultural opportunities.</p>
Approach
<p>The Sutton Trust research is used as an evidence base for effective practice. As students are identified with specific needs they are given targeted intervention focusing on those strategies which research shows to be most effective.</p> <p>In English, small group learning is focused on a specific need for a period of ten hours. Key barriers to learning are shared by teachers with the intervention teacher who uses clear assessment criteria to identify the progress made. Regular and consistent feedback from and to the class teacher is key, in order to ensure that the class teacher can build on the progress made in the intervention.</p> <p>To broaden experiences for all, DSLVL has one extended day a week so that all students now attend a club. Transport home is provided after the session.</p> <p>DSLVL allocates £150 of Pupil Premium funding to each student in the form of a voucher which may be spent on anything which supports learning. This includes one student who used it to support a UCAS application, deposits for trips and the parental contribution part of instrumental tuition.</p> <p>Departments are able to bid for a proportion of the funding to address an identified need: this has included the provision of a taxi home after coursework support sessions, pizza being provided as part of study sessions and the supply of art materials for use at home.</p>

Key Learning

The clarity of short timescales with clear, identified areas for improvement and clear communication between staff has contributed to the impact of the English intervention. Involving staff, parents and students in the spending of the funds has established a joint ownership and strengthened relationships leading to greater progress.

Outcomes

The needs of Pupil Premium students are being met more effectively as teachers have recognised the need to raise aspiration and challenge and are becoming more pro-active in addressing barriers to learning as part of their quality first teaching.

There is also greater engagement in the wider life of the school from students. The Performing Arts faculty is very clear that part of accessing tuition is a willingness to participate in shows and concerts using the skills they have developed. Uptake of tuition has increased with a higher proportion of Pupil Premium students accessing it.

Impact

Pupil Premium students' GCSE grades this year were the same or better than non-Pupil Premium students in eleven subject areas. Notably, in drama the gap has reduced by 48% and by 34% in Additional Science. 75% of Pupil Premium students in Music exceeded their targets.

The attendance gap for Pupil Premium students narrowed by 1% and there has also been a 45% increase in attendance on trips for Pupil Premium students.

The following comments reflect specific examples of impact:-

'One Key Stage 3 student was extremely withdrawn and avoided contributing and working because he was so demoralised by his perceived lack of ability. By the end of the intervention this student was willingly writing extended pieces of work at least two levels above his previous level. This has now extended back into his main English class.'

Parents have written to say what a difference it has made: one Y9 student has been enabled to go on a trip and he said to the finance office: 'Thank you miss. This is my first trip because I've never wanted to ask my parents for the money before'.

'One Year 9 student who has a high number of behaviour points sang in the front row of the choir like an angel this Christmas – something she has never done before. She is highly motivated by her lesson and her behaviour in music has improved substantially.'

Next Steps

The Academy intends to sharpen the monitoring and evaluation of the different interventions in order to measure their impact more effectively. It also intends to intervene and support students to access tuition much earlier in their school career.

Positive mentoring from post-16 and former students to increase the aspiration of younger students is being developed along with the Vivos positive reward systems. The Academy also intends to extend the use of the voucher scheme following on from the success it has had in English and music in particular.

Achievement Coach summary

DSLTV has used the Sutton Trust Research to ensure that their interventions are based on what works. They have focused their thinking not just on academic subjects but also on the wider issues which affect their Pupil Premium learners in order to support them emotionally and practically and give them the broadest experiences possible.

Pupil Premium 'Snapshot' Report - Guilsborough Academy

Developing personalised support for Pupil Premium learners

Context

Guilsborough is an academy with 1341 pupils on roll. 9% of pupils are eligible for Pupil Premium, which is below the national average.

For Guilsborough Academy the key issue was the gap in the attainment and progress of Pupil Premium students, particularly as they form a small proportion of the whole school cohort. The issues faced by many of the Pupil Premium students were around not only a lack of aspiration but also a lack of emotional and physical support to access education. The school was also focused on ensuring that no student became Not in Education Employment or Training (NEET). They also identified that further issues were around increasing progress and attainment for those students with a low Level 3/Level 2 on entry as well as supporting students with significant mental health issues and those who were young carers.

Approach

Guilsborough therefore decided to overstaff English and maths in order to put in interventions with a qualified teacher on either a small group basis or one to one according to the needs of the students. The intervention lasts for six weeks and students join the group based on a data analysis of their needs, with Pupil Premium students prioritised. The focus is on those who are not making progress regardless of ability. They follow the same curriculum as the main class and their main teacher identifies targets. The intervention teacher completes an impact report at the end of the intervention which is shared with the class teacher.

Guilsborough has employed one person to focus on the needs of the Pupil Premium students: in particular this role focuses on acting as a concerned adult in mediating learning experiences and supporting the student in a proactive manner which focuses on their individual needs, liaising with families and other agencies as appropriate.

Pupil Premium students who have attendance issues also have an attendance support plan which is tracked by progress leaders and they meet weekly until the agreed target is met. An escalating scale of actions is also in place for students whose attendance is below target and there is a relentless focus on ensuring that students attend school.

The school has also ensured that all teachers have a keen focus on Pupil Premium students: there is a minimum expectation that planning identifies specifically how their needs will be met. For those for whom this is not sufficient, the form tutor also acts as an assertive mentor supporting their students with one to one meetings at least once a week.

This focus is on understanding and removing barriers to learning such as issues in completing homework or equipment.

Key Learning

The school is very clear that the intervention groups are led by highly skilled teachers and that it is vital that the right teachers are identified for this role. It is also clear that because the groups are fluid the perception of students is not that these are SEND intervention groups but that they are planned and delivered according to individual barriers to learning. It is also key that the interventions are taking place early in Key Stage 3 and not just at Key Stage 4.

Outcomes

Communication is improving with Pupil Premium learners and their parents. The profile of Pupil Premium learners has significantly risen ensuring that staff are prioritising their needs and are building on what is already known. Students in English and maths have become more confident leading to improved outcomes.

“Both Pupil Premium students have made excellent progress and are a credit to the hard work of intervention teachers and the success of the system.” (intervention teacher working with two students)

Impact

The gap between Pupil Premium students and non-Pupil Premium students for 5A*C including English and maths has reduced by 6% this year. In English the gap for three levels of progress has reduced by 14% and in Maths by 3.5%.

Next Steps

The next steps for the school are to sustain the intervention classes in English and maths; to further develop parental engagement of the Pupil Premium students and to further improve their attendance.

Achievement Coach summary

Guilsborough has focused on meeting the individual needs of their Pupil Premium learners by using additional staffing to create smaller classes focusing on accelerating progress and to increase individual support for pupils and families. At the same time it has focused teacher planning on how they will meet their needs more effectively so they make greater progress and remain in education.

Pupil Premium 'Snapshot' Report - Manor School

Using Pupil Premium to enhance teaching and learning and pastoral support to raise the aspirations of vulnerable students

Context
<p>Manor School is a mixed secondary academy of over 800 students with 619 in years 7 -11. The proportion of Pupil Premium students is 19%, below the national average of 24%.</p> <p>The school identified a strong link between Pupil Premium entitlement and low attainment, poor behaviour and poor attendance. A significant number of Pupil Premium students have Special Educational Needs and Disabilities (SEN).</p>
Approach
<p>The school recognised that there were issues with standards of literacy and numeracy and too few pupils made expected progress. The school identified a need to improve teaching and learning and decided to focus on effective feedback to students. This year staff have been trained to use 'dialogic feedback' as a way of challenging and accelerating progress.</p> <p>As students approach their GCSEs in Year 11 expert led 1:1 and small group intervention in English and maths is used to address identified weaknesses in these subjects.</p> <p>Where behaviour and attendance is an issue there also tends to be an increased risk of exclusion. To address these concerns the school has used Pupil Premium funding to invest in Pastoral Support Officers (PSO's) working alongside an Alternative Learning Centre (ALC). The role of the PSO's is to proactively monitor and support improved attendance, behaviour and progress and reduce the risk exclusion. Pastoral Support Plans (PSP's) are used for those most at risk from exclusion whilst Behaviour Intervention Plans (BIP's) operate at a lower level with a view to improving behaviour.</p> <p>In 2013/14 the first intervention evening was held for Pupil Premium children and their parents. The focus of the evening was to discuss current progress, set targets for improvement and explain the availability of additional support.</p> <p>Pupil Premium funding is used by the PE department to run clubs, purchase equipment and to buy in expert coaching to support students in pursuing their own sporting interests.</p> <p>The Music Department provides instrumental lessons and the school has engaged Humanutopia to work with selected Pupil Premium students to help them develop pro-social and leadership behaviours.</p>

In addition the school is developing a programme of trips and enrichment activities, organised by the Humanities and Science departments, for the more able Pupil Premium students in order to challenge and raise aspirations.

Key Learning

- The school recognises that high quality teaching and learning is key to securing the best outcome for its students.
- High quality interventions are needed at the earliest opportunity to address weaknesses in literacy and numeracy.
- Students need to attend and behave appropriately in order to be ready to learn.
- Parents have a crucial role to play to secure lasting improvements in attendance, behaviour and attainment.
- Extra-curricular clubs and enrichment activities provide access, raise aspirations and promote achievement.

Outcomes

- Regular assessment and monitoring of progress has enabled the impact of teaching and specific interventions to be tracked and measured. Teaching and interventions can be adjusted to meet the needs of the children.
- The engagement of parents has improved children's attendance and has helped nurture a culture of an enjoyment of learning and of experiencing success.
- Children have benefited from smaller classes and personalised learning. Their education has been enriched by opportunities such as author visits, science and sports events and visits to places of interest by way of Pupil Premium funding.

Impact

The school has managed to narrow the gap in attainment and achievement between Pupil Premium students and non-Pupil Premium pupils over the past three years as follows:

- 5+A*- C E/M narrowed by 11% whilst whole school attainment has increased by 4%.
- APS in English has narrowed by 7.9 points.
- The achievement gap in English has reduced by 4% for those making expected progress and for those making more than expected progress the gap has reduced by 5.5%.
- APS in Maths narrowed by 8.9 points.
- The achievement gap in Maths has reduced by 2% for those making expected progress and for those making more than expected progress the gap has reduced by 4.3%.

Next Steps

- Dialogic feedback training needs to be embedded as part of the high quality teaching and learning strategy by all staff
- Provide additional opportunities for pupil premium students and their parents to meet with teachers to review progress and targets throughout the year.
- Continue with high impact 1:1 and small group tuition for identified students.
Continued use of the PSO and ALC to reduce exclusions, secure improved behaviour for learning and improve attendance for vulnerable students.

Achievement Coach summary

The school identified a strong link between Pupil Premium entitlement with low attainment, poor behaviour and poor attendance. Training of staff in effective feedback has been used to further improve teaching and learning and 1:1 and small group interventions have been utilised to accelerate progress. Highly effective pastoral support has been used to address attendance and behaviour concerns. The involvement of parents has been the focus of an intervention evening to raise the aspirations and attainment of Pupil Premium students.

Pupil Premium 'Snapshot' Report – Sponne School

Targeting the use of dedicated teachers to raise achievement

Context

Sponne is a larger than average secondary academy converter (March 2011) for students aged 11 – 18 years, with 1049 pupils on roll. The proportion of students supported through the Pupil Premium is below average at 10.5%. This is also the case for students identified as Special Educational Needs (SEN).

The challenge the school wanted to address was to raise achievement and narrow the gap between children from low-income and other disadvantaged families and their peers. Students' learning, including attendance, behaviour and family circumstances were key factors leading to the approach taken.

Approach

The strategy the school adopted was to take a long term view, not just concentrating on 'quick wins'; by ensuring dedicated key staff are always available to support Pupil Premium students in order for them to achieve as well as their peers. Very regular reviews of students' progress are undertaken and whenever necessary, students receive mentoring, support or advice from:

- The Inclusion Manager – who works with hard to reach students; supporting behaviour issues and self-esteem; providing classroom strategies to staff
- A dedicated English teacher and maths teacher for Pupil Premium intervention - rigorous targeting of students and robust monitoring of their progress in intervention sessions (Table 1.1)
- Learning Facilitator to support other curriculum areas
- Dedicated English teacher hours for 'Catch up' – for students who enter with less than a Level 4
- Parent Support Advisor with a focus on Pupil Premium attendance
- Learning Mentor hours – to discuss the key learning issues and strategies relating to progression
- 1:1 time for Looked After Children (LAC) in English and maths – 30 minutes a week with each student
- House Intervention – personalised timetables

Date	Session Length (mins)	Session Type e.g. 1:1 SG	Summary of intervention	Impact Measures during session				Test Results/levels (if applicable)
				Understanding (1 -5)	Confidence (1 -5)	Application (1 -5)	Overall Progress (1 -5)	
10/1	20	1:1	Prime numbers	3	4	3	3	

Table 1.1 Daily interventions are logged on individual student proformas

The tracking of students' progress is innovative and of the highest quality. As students progress through the academy, any who fall behind are immediately identified and measures are put into place to remedy the situation without delay. All teachers are held closely to account for the progress of all students in their classes. Assessment information is used extremely well to customise learning to the very precise needs of each student.

Key Learning

The success of the strategy is due to the highly individualised approach adopted by the school to support these students, based on rigorous use of data combined with a good knowledge of students as individuals.

The key learning point is to track the achievement of students closely and intervene quickly with key staff to tackle underperformance.

Outcomes

The outcome has been noted by Ofsted – 'Students who are known to be eligible for the Pupil Premium make outstanding progress as a result of the very detailed tracking of their progress'. Central to the school's success is the clear focus on raising aspirations through the outstanding targeted support provided by key adults. Attendance is above average, reflecting students' enjoyment of life in the academy.

Impact

The impact of the Pupil Premium initiative is very evident and is a result of the school setting clear success criteria for each action they take. Where they employed staff they knew exactly what they aimed to achieve from this. For Pupil Premium students the gap has narrowed significantly when comparing them to their peers. In terms of expected levels of progress in maths, in 2012 the gap was 42% compared to 15% in 2013 and 10% in 2014. For English, in 2012 the gap was 10% compared to 2% in 2013. This increased again in 2014 to 10%. However, in 2014 the Pupil Premium cohort outperformed the rest of the cohort in terms of achieving

four levels of progress in English with 35.7% of the Pupil Premium cohort achieving this as opposed to 33% of the rest of the cohort.

Next Steps

- To refine further the interventions in maths and English, to meet students' needs at the earliest opportunity to reduce the gap even further
- To focus on the quality of written feedback. There are three aspects; praising what is good, pointers for improvement and clear next steps with a view to students engaging and responding to written feedback in the time allocated.
- Wider opportunities outside the classroom to inspire and engage - and relate to careers advice / the world of work

Achievement Coach summary

The additional funding available through the Pupil Premium is very carefully targeted. The school never confuses eligibility for the Pupil Premium with low ability and focuses on supporting the Pupil Premium students to achieve the highest levels. Its impact is monitored to make sure that it is having the intended effect. This high-quality tracking ensures no groups of students fall behind and the academy promotes equal opportunities highly effectively. As a result, these students make outstanding progress.

Pupil Premium 'Snapshot' Report – The Elizabeth Woodville School

Personalised goal setting and strategies for engagement

Context

The Elizabeth Woodville School converted to an academy December 2012 and is a larger than average sized secondary school for students aged 11 – 18 years. The proportion of students supported through the Pupil Premium is below average.

The challenge the academy wanted to address was the attainment and progression gap between Free School Meals (FSM) and non-FSM students at Key Stage 3 and Key Stage 4.

Approach

Within each college, an inclusion coordinator works with the Pupil Premium students as required to help remove any social, emotional and behavioural barriers to learning.

Instrumental to raising Pupil Premium student aspirations is the goal setting discussions at the beginning of the year between parent, student and personal tutor. These are reviewed mid-year and revised if appropriate. Students meet their tutor fortnightly to discuss progress towards the goals and the action required. They record strategies for improvement in their logbook with the tutor recognising any barriers they may face.

The use of VENN diagrams enables the upper college team to visualise the performance of students and to direct interventions to those who require additional support. These are updated four times in the academic year and Pupil Premium students are tracked carefully.

Pupil Premium students are identified on class profiles at all key stages so they are known to all teachers. This enables staff to fine tune target setting and to be pro-active in identifying areas of strength and areas for development and to devise appropriate improvement strategies in a timely manner.

Carers information, advice and guidance is delivered by a full time adviser through the 'Better Journey to Work' programme which starts in Year 7 and includes preparing students for transition to higher education and employment through internships. This raises Pupil Premium student aspirations and broadens their experience.

The Director of Inclusion has responsibility for monitoring the progress and quality assuring the provision for Pupil Premium students, acting as their Champion.

Key Learning
<p>The success to date is that Pupil Premium students feel supported in their learning by the approach taken. Comments include:</p> <ul style="list-style-type: none"> • <i>'The 1:1 time with my tutor keeps me keep on track. I can discuss anything and get it sorted quickly rather than worrying about it.'</i> • <i>'The log book helps me keep on track with how I need to achieve things.'</i> • <i>'The learning portal helps me learn at home as it is really good to revise from.'</i> <p>The key learning point is the recognised importance of the Base Tutor (form tutor) who is the first port of call for students and parents.</p>
Outcomes
<p>In 2013 the value added score for FSM was 1047, well above the national. In 2014, the gap for 5A*-C including English and Maths reduced by 11%.</p>
Impact
<p>The vast majority of Pupil Premium students are actively engaged in their learning. Student surveys show that they value the 1 to 1 tutorials of 15 minutes per fortnight with their Base Tutor to discuss their goals and strategies for the next learning phase. They feel safe at school, bullying is rare and exclusions have significantly decreased.</p>
Next Steps
<p>The model is presently being used with Years 7, 8, 9, 10 and 12 students. The next steps are to introduce it to Years 11 and 13.</p>
Achievement Coach summary
<p>The academy clearly puts the needs of students at the heart of its whole approach to learning. 'Personalised Goal Setting and Strategies for Engagement' is clearly based on the four core academy values of <i>'All people are different, Clear requirements and challenging goals, Education is for Life, and Life is what I make it'</i>.</p>

Pupil Premium 'Snapshot' Report - Isebrook School

Using Pupil Premium to provide an extended range of activities and therapies to meet the highly personalised needs of students

Context

Isebrook is a special mixed community school with 132 students aged 11 – 18. It provides special education to students with severe learning disabilities. All students have a statement of special educational needs (SEN) representing a wide range of moderate to severe learning disabilities. About half have additional autistic spectrum conditions and many have social, emotional and behavioural difficulties. Most students start in Year 7 but some transfer in from mainstream schools. Almost half of the pupils are entitled to Pupil Premium funding, well above the national average of 24%.

Approach

Isebrook provides an extremely personalised education for its students built around their highly specific individual needs. Whilst students follow the National Curriculum, Isebrook is designed to cater for needs of the students at a level and pace that enables them to make the most of their learning experience.

A programme of extra-curricular activities is recognised by the college as an important element for the development of the students attending Isebrook. Pupil Premium funding has however been used to introduce a wider and more varied range of activities and therapies, some of which are residential and/or offsite. This ensures that all pupils can participate in available activities regardless of their socio-economic backgrounds. Many of these activities provide a valuable extension to the school day and are made more accessible by the provision of transport for those who need it. Activities include equine therapy, music, sport, drama and social clubs. These activities help promote improved behaviours, communication, self-expression, social integration, self-esteem, independence and responsibility.

A full-time Parent Support Worker is employed to provide a highly effective system for engaging parents and carers on a daily basis. The role involves:

- contacting parents if students are absent from college
- helping parents with issues, not necessarily school related, such as completion of forms
- parenting advice
- signposting parents to information
- leading or attending meetings to provide additional support or to act as an advocate

Pupils can be referred to a Learning Mentor if their behaviour or attendance is having a negative impact on their learning. Referral may also be made if staff feel there is a need for emotional support.

Key Learning

- Engage key staff to provide an effective system to support students and parents within and beyond school.
- Provide a wide range of effective activities and therapies which extend beyond the normal school day to address the many and varied personal needs of the students.
- Monitor, review and evaluate the impact of any interventions through regular review of targets and action plans.

Outcomes

- The offer of a wide range of activities and therapies has enabled the school to more effectively meet the specific needs of the students.
- When the students' needs are effectively met their confidence grows and behaviour changes for the better. As a result the pupils' learning opportunities are increased as they become more engaged in the classroom and beyond.
- Attendance has improved as a result of personalised interventions which meet the specific needs of the students.
- Parents and carers are better supported and become more effective in their role as carers.

Impact

- Attendance of Pupil Premium students now exceeds non-Pupil Premium students (2014 – PP 90.95%, NPP 89.41%). Persistent absence is also reducing.
- Three years ago the number of sessions lost to fixed term exclusions was mainly attributed to Pupil Premium students (2012 – PP 49, NPP 14 : 2014 – PP 30, NPP 31). From 2012 to 2014 the student population has grown in number, furthermore the proportion of the student population entitled to Pupil Premium funding has increased. This makes the reduction in exclusions attributed to Pupil Premium students more significant than the figures at first glance suggest. Improved behaviour and social interaction resulting in a reduction in the number and severity of behaviour related incidents which disrupt learning.
- The pupils become more independent and able to function successfully within the wider community.

After School Club Co-ordinator:

'I contacted R's mum and she was extremely happy that both of R's after school clubs could be paid for each week from her Pupil Premium as well as providing transport home..... I could hear her tears of happiness down the phone as some of the weight was lifted from her shoulders'.

Ofsted:

'Almost all students make at least the progress expected, and many make better progress than this'.

'Money received from the Pupil Premium is very well used to provide additional support for individuals'.

Next Steps

- Staff training for the year ahead is focusing on behaviour for learning.
- The school is introducing the Behaviour Management and Discover modules from SIMs in order to log and monitor behaviour trends. The information will be used to identify changes in student behaviour which can then be addressed by tailored intervention.
- Modernisation of the soon to be vacated on site bungalow to provide much needed space for an extended after school club enabling the school to support parents and carers by giving them valuable respite opportunities including overnight residential facilities.

Achievement Coach summary

Students at Isebrook have highly specific learning needs with almost half of the students eligible for Pupil Premium funding. Pupil Premium funding has been used to introduce a wider and more varied range of activities and therapies many of which provide a valuable extension to the normal school day. This highly personalised approach helps to promote improved engagement in the classroom, behaviour and self-esteem. Additionally parents and carers of the students have needs of their own which, if not addressed, can affect the wellbeing of all family members. A Parent Support Worker is employed to work with parents and carers on a daily basis to address their specific needs of the family as a whole.

Conclusion

The passion and commitment of staff in the case study schools has driven their success and their contribution cannot be underestimated. The emotional and aspirational link that professionals make with vulnerable children is the key to opening the door to access and achievement. Findings from these 'snapshot' case studies suggest that effective and creative use of Pupil Premium funding is characterised by the following:

- Clear and decisive leadership with strong school systems in place. Where systems are strong, there is greater opportunity to focus on increasing pupil outcomes (e.g. pupil underachievement is pinpointed quickly and immediate action can be taken); time is not spent on strengthening the system.
- Rigorous tracking of pupil progress by both class teachers and leadership teams; teachers 'know' their pupils well.
- Use of appropriate interventions for a fixed period of time with identified pupils; interventions are monitored and evaluated.
- Smaller group work, 1:1 teaching/support (e.g. personal tutor in secondary schools).
- Developing pupil aspirations by removing their 'barriers' to learning and supporting them to increase their achievement. Pupil motivation is enhanced when they 'see' this achievement. Careful consideration is also given to how intervention groups are presented; pupils should not and do not want to be identified as 'underachievers'.

Some schools also focused on the following effective areas:

- Using outstanding teachers to teach Pupil Premium pupils
- Support for pupil social and emotional well-being
- Increasing attendance
- Parent and carer engagement in children's learning (e.g. use of Termly Learning Conversations)
- Provision of wider opportunities (e.g. performing arts).

The findings from the case studies suggest that use of Pupil Premium funding could be further enhanced if schools also focused on parent and carer engagement, the provision of wider opportunities (music, sport, drama etc.) and the development of a strong aspirational culture across the school. The particular framework of Achievement for All provides an effective means of focusing more closely, across key areas, on raising achievement. Schools working in partnership with Achievement for All have seen significant gains in pupil academic and wider outcomes for targeted pupils, with impact across the school (PwC, 2014).

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