

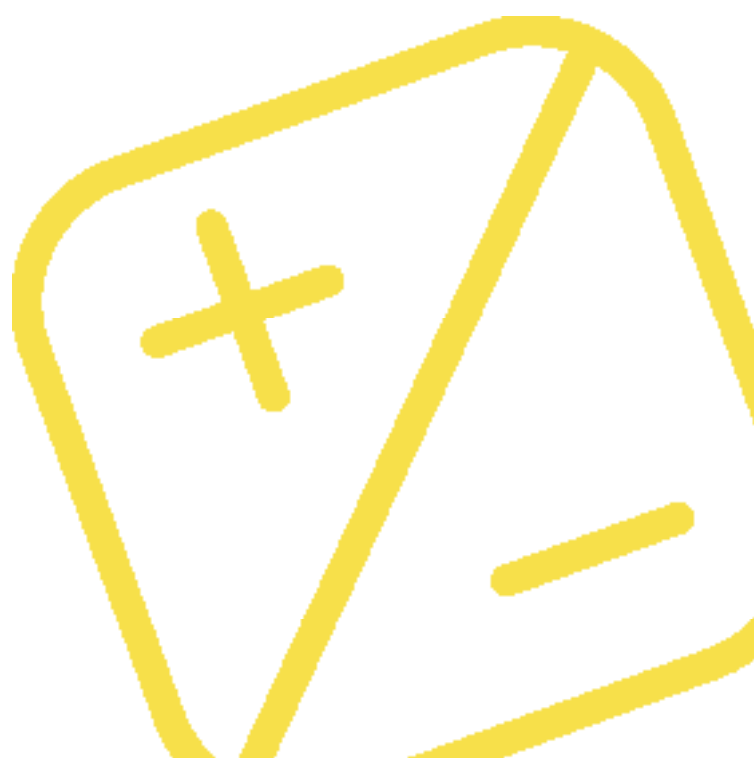
New Primary School Guide to the Pupil Premium

Effective Strategies, Ofsted Checklist
and 15-point Success Plan



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Introduction

Pupil premium was introduced in 2011 to help schools to bridge the academic gap between children from different socio-economic backgrounds.

The pupils who qualify are eligible for free school meals, or have been eligible in the previous six years; children who have been looked after, or are covered by a guardianship or residency order; have been adopted from care or have a parent serving in the armed forces.

The sums of money paid to schools vary depending on whether the school is primary or secondary, and which category the pupil comes under. The higher rate of pupil premium is generally referred to as pupil premium plus and is often dependent on whether a pupil has spent time in local authority care.

Funding

In the 2016 to 2017 financial year, primary schools receive £1,320 for every qualifying pupil in reception year to year 6. The higher rate for primary school pupils is £1,900.

Accountability to Ofsted

For many schools, because of the area they serve, pupil premium forms a sizeable chunk of the overall school budget.

Schools are held accountable for how they spend their funding, partly through the Ofsted inspection process. Although inspectors won't judge a school on how it spends the funding, it will want to see that the money is being used on strategies and initiatives that are effective, and that the school's leadership is monitoring and managing this spending well.

Inspectors may ask for evidence on how groups of pupils are performing compared with their peers.

Narrowing the Gap measure

As a school's spending of pupil premium comes under greater scrutiny, a 'Narrowing the Gap' measure has also been introduced into performance tables showing how disadvantaged children perform in each school.

Since September 2012, schools have been required to publish online details of their pupil premium allocation and their plans to spend it in the current year.

Working out what works

What is an effective use of the pupil premium can be difficult to gauge. What works in one school, or with one set of pupils, may not necessarily work with another.

It can be challenging for heads and teachers to decide which strategies to use for the speediest results. Sometimes these initiatives take time to show results even if, in the long run, they prove to be successful.

This guide summarises the best of the information available and, we hope, provides headteachers and school leaders with some clear guidelines to use when mapping out your own pupil premium for the year.

Effective strategies for primary schools

We'll start with the question everyone wants an answer to. Which interventions make the biggest impact? Of course each school will be different but thanks to the work from The Educational Endowment Foundation and the Sutton Trust we now have some fairly robust evidence of effectiveness. They monitor the best practice reported by schools and have produced a Teaching and Learning Toolkit for schools which is regularly updated. This lists 34 strategies most commonly used by primaries and secondaries, how cost-efficient these are and how much progress learners make over a 12-month period with their use.

Keep an eye on the EEF website as reports of trials on intervention strategies are added often. For example, one of the most recent is on breakfast clubs. It has been found that breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year – and for very little cost.

Among the most successful approaches are the following:

Feedback

Cost: low **Progress: +8 months**

Feedback is information given to the learner or teacher about the learner's performance relative to learning goals or outcomes. Its aim is to improve student learning by redirecting or refocusing the teacher's or learner's actions to achieve a goal. Feedback can be verbal or written, or can be given through tests.

Meta-cognition and self-regulation

Cost: low **Progress: +8 months**

Meta-cognition and self-regulation are sometimes known as 'learning to learn' and are intended to help pupils think, more explicitly, about their own learning. This is achieved by teaching them a variety of specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation relies on

the learner managing their own motivation towards learning.

Collaborative learning

Cost: low **Progress: +5 months**

Collaborative or cooperative learning involves teachers setting tasks or activities where students work together in a small group and each participant has an equal opportunity to contribute. This can be either a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity. The most effective approaches are those which promote interaction between group members.

Mastery learning

Cost: low **Progress: +5 months**

Mastery learning involves breaking down subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps and must achieve a level of success, measured through testing, before progressing to new content. Students who do not reach the required level are typically provided with additional tuition, peer support, small group discussions, or homework so that they can reach the expected level.

Oral language intervention

Cost: low **Progress: +5 months**

Oral language interventions emphasise spoken language and verbal interaction in the classroom so that learners benefit from explicit discussion of content or the processes of learning, or both. Approaches include: targeted reading aloud and discussing books with young children, explicitly extending pupils' spoken vocabulary and the use of structured questioning to develop reading comprehension.

Peer tutoring

Cost: low **Progress: +5 months**

Peer tutoring involves a range of approaches where pupils work in pairs or small groups to offer each other support. In cross-age tutoring, for example, an older learner takes the tutoring role and is paired with a younger tutee or tutees. In reciprocal peer tutoring, meanwhile, learners alternate between the role of tutor and tutee. The common characteristic of these approaches is that learners take on responsibility for aspects of teaching and evaluating their success.

Reading comprehension strategies

Cost: low **Progress: +5 months**

These strategies aim to improve reading by focusing on the understanding of text and may involve a number of techniques. These include inferring the meaning from context; summarising or identifying key points; using graphic or semantic organisers; using questioning strategies; and learners monitoring their own comprehension and identifying difficulties themselves. Research has found it is particularly effective with children aged 8+ who are lagging behind with their reading.

Small Group Tuition

Cost: Moderate **Progress: +4 months**

Small group tuition involves a teacher working with up to five pupils, usually on their own in a separate classroom or working area. This intensive tuition approach is often provided to support lower attaining learners or those who are falling behind. It can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.

One-to-one tuition

Cost: high **Progress: +5 months**

One-to-one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. This is often undertaken outside of normal lesson, though pupils have also been withdrawn from class for extra, specific teaching. Research suggests that short, regular sessions of about 30 minutes, 3-5 times a week over a set period of time, such as 6-12 weeks, appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching.

Case Study

Pakeman Primary School: National Pupil Premium Award Winner 2013

It comes as no surprise to Lynne Gavin that one-to-one tuition has been identified as one of the most effective means of using pupil premium funding.

In her own school (Pakeman Primary School) in Islington, north London, nearly 50 Year 6 pupils have been targeted for such individual teaching in mathematics, using expert tutors from Third Space Learning, paid for with pupil premium funding.

"We identified children who had specific gaps to enable them to make accelerated progress," Ms Gavin, the headteacher of Pakeman, said.

"The pupils enjoy it because not only is it one-to-one learning, which helps to build their self-esteem and confidence as well as plug those gaps in knowledge, but it is done using technology, which they love and feel comfortable with."

Currently about 77% of pupils at Pakeman are eligible for free school meals and so receive pupil premium funding. This has dropped from 86% three years ago as government benefit cuts have redressed poverty. *"If anything, the poverty levels in the school are higher now than then, so offering pupils support such as individual tuition is incredibly important,"* she said.

In 2013, Pakeman was the national primary winner in the pupil premium Awards for raising the attainment of its disadvantaged children using a host of strategies and approaches. Ms Gavin is thrilled with the impact the interactive one-to-one tutorials are having on her pupils.

"The tutors are in India so the children love the fact they can interact with people so far away, it broadens their experience of life generally," Ms Gavin added. *"We have been thrilled with the impact that this one-to-one tuition has had on the pupils and we are seeing some great improvement in achievement."*



"If anything, the poverty levels are higher now than then, so offering pupils support such as individual tuition is incredibly important"

Intervention strategies to avoid

Just as some strategies have been proved to work, others – some of which were once thought to be effective – have been found to be less so:

Teaching assistants

Cost: high

Progress: +2 months

Teaching assistants, also known as learning support or classroom assistants are adults who work alongside the teacher often in supporting individuals or groups of children. The jury is still out on how effective they are but the evidence suggests their success depends on how they are deployed in the classroom.

Mentoring

Cost: Moderate

Progress: +1 month

Mentoring in schools involves pairing an older volunteer, who will act as a positive role model, with a pupil from a similar background. The aim is to build confidence and develop resilience and character, rather than focussing on teaching or tutoring. Evidence has shown that the impact of these relationships is low, though some improvements have been noted in pupil behaviour and attendance.

Aspirational Interventions

Cost: Moderate

Progress: 0 months

Aspirational interventions are strategies that encourage learners to think about the future. Approaches that seek to raise aspirations are varied and may aim to improve learners' self-esteem, self-efficacy or self-belief, or to develop motivation and engagement. However, what little research exists has shown that, overall, these have little effect on achievement.

Setting or streaming

Cost: low **Progress: -1 month**

Setting and streaming occurs where children are taught in groups by ability. It was thought that teaching would be more effective with a lower range of attainment. However, while this approach is effective on high-attaining pupils, it has been found to have a detrimental effect on pupils of lower ability, who feel undermined and disengaged from the learning process by being segregated from their peers.

Homework (primary)

Cost: low **Progress: +2 months**

Homework is a task given to pupils by their teachers to be completed outside of usual lessons. Research suggests that primary schools that set homework are more successful but it is not clear that homework is the reason why. At primary level, the quality of the task set seems to be more important than the quantity of work required from the pupil.

What do the most successful schools look like? 15-point success plan

Sir John Dunford, the former National pupil premium Champion, spent two years examining what works best after speaking to schools, addressing conferences and acting as a channel of communication between the Department for Education and schools. He noted that the most successful schools used a range of strategies that were targeted to the needs of individual pupils rather than sticking with one or two.

The most successful schools:

- 1. Collected and analysed data on groups and individual pupils, and monitored this over time
- 2. Focussed on teaching quality
- 3. Identified the main barriers to learning for disadvantaged children
- 4. Put interventions in place when progress has slowed
- 5. Engaged with parents and carers in the education of their child
- 6. Referred to existing evidence about the effectiveness of different strategies
- 7. Trained all classroom staff in the strategies being used in school
- 8. Secured staff commitment to the importance of the pupil premium agenda
- 9. Trained governors on pupil premium

In deciding which policies to use, heads and teachers needed to:

- 10. Decide what the school wants to achieve with pupil premium funding
- 11. Analyse the barriers to learning before deciding what strategies to use
- 12. Decide on desired outcomes and identify success criteria for each
- 13. Monitor and evaluate the success and impact of any current strategies on pupils; change them if they're not working
- 14. Decide on an optimum range of approaches to use
- 15. Keep up to date with research

Sir John said: *"In future, it will be up to regional school commissioners, local authorities, multi-academy trusts and school alliances to keep the pupil premium cause at the top of their list of priorities. The social, moral and educational case for giving additional support to children born less fortunate than others remains as strong as ever. Every school needs a Pupil Premium Champion."*

Ofsted checklist

How effectively schools implement Pupil Premium is now part of the accountability agenda and Ofsted inspectors will require schools to produce evidence of how pupils are progressing.

Schools will need to:

- 1. Detail their pupil premium strategy on their website and give information about what they are doing to narrow the attainment gap
- 2. Give inspectors information about the level of pupil premium funding received by the school during the current and previous academic year
- 3. Details how the school has spent the funding and how it made its spending decisions
- 4. Demonstrate any differences made to the learning and progress of eligible pupils using outcomes data

The effectiveness of the school's leadership and management will be judged on how well they use the funding, and measure the impact on pupil outcomes.

As part of their role, governors are expected to show that they have challenged the senior leadership team on the variations in achievement between different groups, and what they are doing to address these.

How effectively they have provided this challenge may ultimately affect what grade the inspectors give for leadership and management.

Inspectors can call for an external review of the school's Pupil Premium spending if they identify specific issues relating to the provision and outcomes for disadvantaged pupils.

Additional strategies for pupil premium plus

Given the complex and multiple needs that adopted pupils and children who have been under local authority care may have, there are different considerations for schools looking at how best to improve their outcomes with pupil premium budget.

In some cases this will mean looking further than just academic attainment. In particular children can struggle with:

- Attachment relationships with adults
- Managing their peer relationships
- Managing their feelings and behaviour
- Coping with transitions
- Developing their executive functioning skills

PAC-UK recommends the following 6 strategies to combat these issues

Many of their suggestions do not cost much if any money, but the key to all is ensuring that parents and guardians are regularly consulted and engaged with. If the children are still within the care of the local authority many of these recommendations may also form part of their Personal Education Plan (PEP) and will be supported by the local authority virtual school:

- 1. Provide nurture and relationships** for example through a nurture group, and training for staff to provide key attachment relationships.
- 2. Scaffold children's social skills and peer relationships** for example through lunchtime clubs with opportunities to practice social skills or facilitating friendships e.g. through a buddy scheme or peer mentoring initiative
- 3. Support emotional literacy and emotion regulation** for example through group work, or some calm zones in classrooms and centrally within the school.
- 4. Support children to cope with transitions and change** for example by providing additional structure during break and lunchtimes and providing safe spaces for children to come to throughout the school day
- 5. Develop children's executive functioning skills** for example through training staff in understanding and supporting executive functioning skill development in the classroom and on the playground and providing coaching for those who struggle to plan and organize.
- 6. Address barriers to information sharing and joint working** by identifying a named member of staff who liaises with the parents or guardians and facilitates regular meetings to discuss the child's need and progress

Conclusion

There's no silver bullet for closing the attainment gap. But with regular sustained support targeted at their individual needs children from disadvantaged families can achieve highly, and reach their potential. No-one knows this better than you!

How Third Space Learning can help your pupils

If you have pupils who struggle in Maths, our Maths specialist tutors can turn them into confident mathematicians with weekly 1-to-1 lessons delivered online. Each child receives a lesson focused on their own learning gaps, and is able to ask questions, and make mistakes in a safe and familiar environment. Over 50% of the pupils we teach are eligible for pupils premium funding.

"Our Year 6s, who were below age-related expectations, reached the expected standard and gained a love for Maths." Louise Masters, Nine Mile Ride Primary School, 2016

For more information contact us on 020 3771 0095 or hello@thirdspacelearning.com or visit thirdspacelearning.com and book a demo.