

The big challenge for our generation of school leaders: using the pupil premium to narrow the gap

Portsmouth pupil premium conference
17 November 2014

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National Pupil Premium Champion



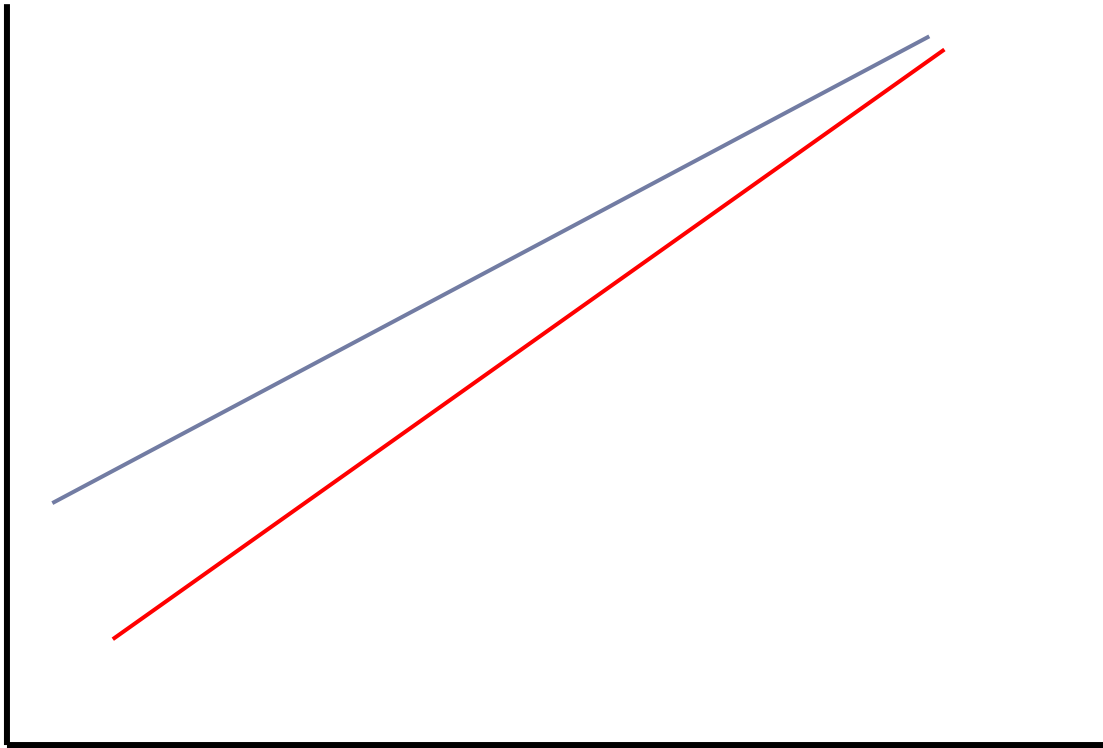
The priorities

**Excellence
and
Equity**

**Raising achievement
and
Closing the gap**



Attainment



PP pupils

Other pupils

Time



The ambition

“The most advanced education systems now set ambitious goals for all students, with a clear focus on equity, and are clear about what students should be able to do.”

“Excellence and equity in student performance are less related to a country’s income or expenditure on education than to how those educational resources are allocated, and to the policies, practices and learning environments that determine the conditions in which students work.”

Equity, Excellence and Inclusiveness in Education Policy: Lessons from Around the World’ , Andreas Schleicher, OECD, 2014



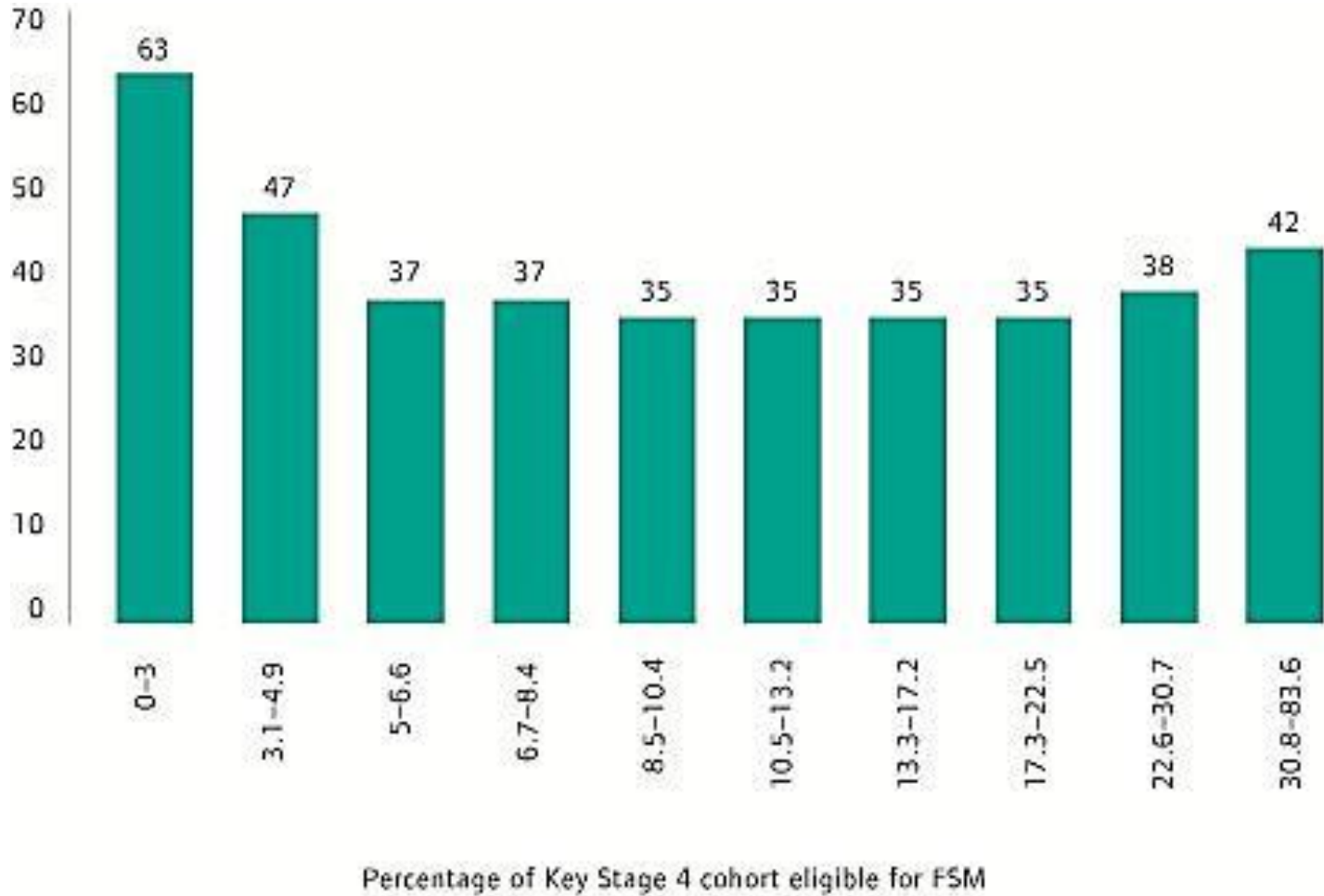
Which strategies are helping most to raise attainment of PP-eligible students?

Pupil premium: the gap in 2013

- ▶ The gap gets wider as pupils get older:
 - ▶ 19% gap (60%: 79%) in level 4 at 11
 - ▶ 27% gap (38%: 65%) in 5A-CsEM at 16
- ▶ Big variations between schools and between LAs
 - ▶ Level 4 gap: Newham 4%; Southampton 16%; Portsmouth 20%; Brighton 23%
 - ▶ GCSE gap: London under 20%; Southampton 26%; Portsmouth 30%
 - ▶ **Portsmouth GCSE gap has increased by 5% since 2010**
- ▶ Attainment of PP pupils
 - ▶ Level 4: Camden 79%; Southampton 68%; Brighton 62%; Hampshire 60%; Portsmouth 57%
 - ▶ GCSE: Tower Hamlets 63%; Southampton 41%; Brighton 40%; Hampshire 31%; Portsmouth 28%
 - ▶ **Portsmouth is 147/150 LAs in FSM GCSE attainment. It has improved by only 1.4% since 2010**

Percentage of Key Stage 4 pupils eligible for free school meals attaining the GCSE benchmark

by secondary schools, in deciles from low to high proportions of pupils eligible for free school meals

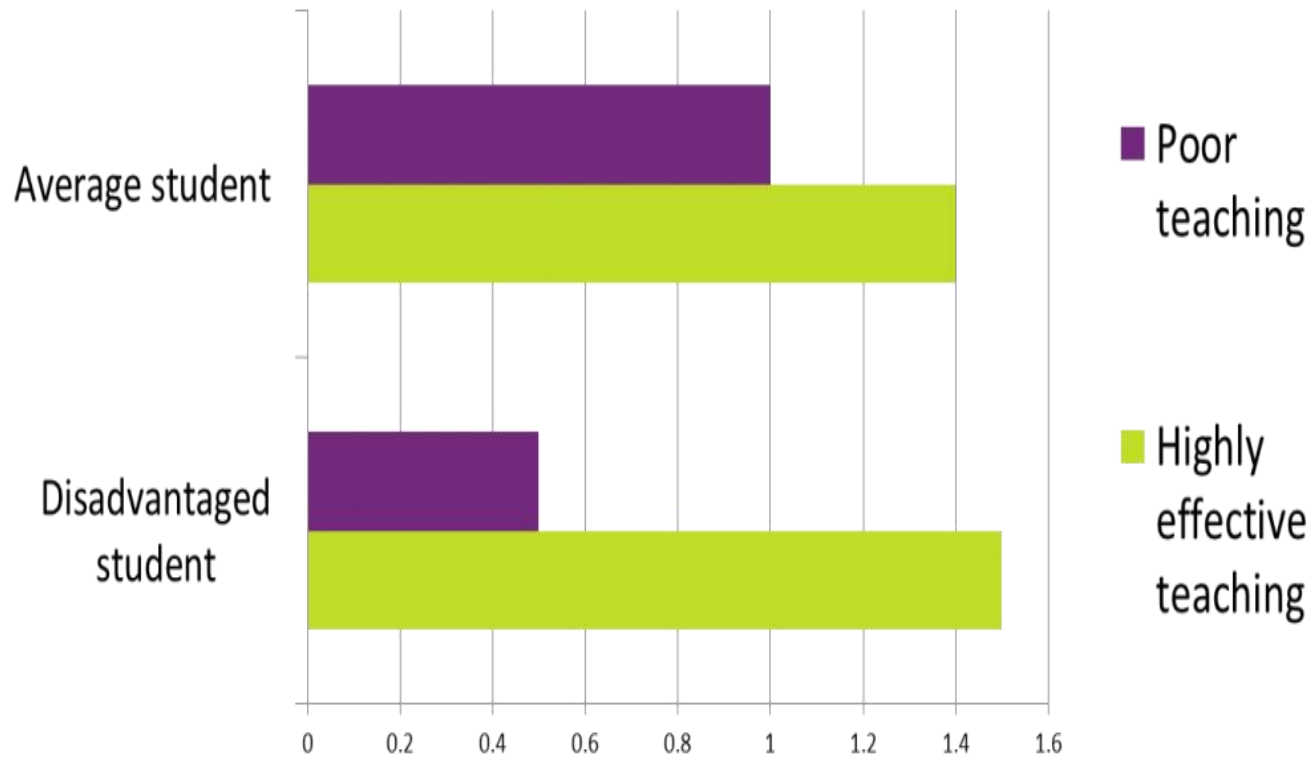


Data based on 2012 Key Stage 4 validated data. Figures represent all open secondary schools that have had a published section 5 inspection as at 31 December 2012. Schools with percentage figures exactly on the decile boundary have been included in the lower decile.

Focus for the pupil premium

- ▶ Prioritise your school's gaps
- ▶ PP is for disadvantaged pupils
- ▶ Decide on comparators for PP students
 - ▶ PP / Non-PP in your school
 - ▶ PP in your school / Non-PP pupils nationally
- ▶ What is your ambition?
- ▶ In 17% of schools, FSM attainment is above the national average for ALL pupils
- ▶ Use evidence of what works
- ▶ Using curriculum to raise FSM attainment
- ▶ Focus relentlessly on the quality of teaching and learning

Effect of teaching on students in years of progress



Source: Sutton Trust (2011)

Overcoming the barriers



- Identify barriers to learning for PP pupils

- Decide your desired outcomes

- Identify success criteria for each outcome

- Choose your PP strategies

- Implement strategies with in-depth training

- Evaluate strategies regularly

- Tell the story: create an audit trail

Identifying the barriers to learning for PP pupils

What are the barriers to learning for your PP pupils?

Deciding your desired outcomes

Desired outcomes	Success criteria
Improving FSM attainment	
Reducing gaps	
Improving attendance	
Accelerating progress	
Reducing exclusions	
Improving engagement with families	
Developing skills and personal qualities	
Extending opportunities	
Good destination data	

Choosing your school strategies

- ▶ What strategies will produce these desired outcomes?
- ▶ Use evidence of what works
- ▶ Train staff in depth on chosen strategies
- ▶ Monitor progress of pupils frequently
- ▶ Rapid interventions
- ▶ Evaluate impact of strategies

Choosing your school strategies: getting the balance right

- ▶ Short-term
- ▶ Long-term
- ▶ Needs of individual pupils
- ▶ Whole-school strategies
- ▶ Teaching and learning strategies
- ▶ Improving numeracy and literacy
- ▶ Improving test and exam results
- ▶ Raising aspirations
- ▶ Pastoral support strategies
- ▶ **Is the balance right in your school?**

Creating a good audit trail

How good is the audit trail
in your school?

▶ The audit trail

- PP funding
- Strategies adopted
- Implementation
- Monitoring mechanisms and results
- Measured impact
- Evaluating each strategy: *'What does this mean?'*
- Improving: *'What do we do now?'*

Audit trail on the school website

Strategy	Cost	Evaluation	Impact
Improve feedback			
1:1 tuition			
Attendance officer			
Peer tutoring			
etc			

Plus case studies of impact on (anon) individual pupils

How good is the audit trail
in your school?

The opportunity

- ▶ Don't wait for politicians to tell you what to do
- ▶ The government isn't telling schools how to close the gap
- ▶ It's for schools to decide how to use PP
- ▶ Stop looking up and start looking out

The evidence

- ▶ Seeking out excellent practice in other schools
http://apps.nationalcollege.org.uk/closing_the_gap/index.cfm
- ▶ www.pupilpremiumawards.co.uk
- ▶ Using the Education Endowment Foundation toolkit
<http://educationendowmentfoundation.org.uk/toolkit/>
- ▶ Using conclusions from Ofsted surveys
<http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement>
- ▶ <http://www.ofsted.gov.uk/resources/unseen-children-access-and-achievement-20-years>

Professional networks

- ▶ Seeking out excellent practice in closing gap
- ▶ Encouraging staff to build professional networks
– policy isn't just made in the head's office
- ▶ Local, regional, national, international evidence
- ▶ Who can help you to build new networks?
- ▶ Have an outward-looking pupil premium co-ordinators' network in Portsmouth?
- ▶ How good are the networks of key PP staff?

EEF Toolkit



Education
Endowment
Foundation

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



Small group tuition

Approach	Average impact	Cost	Evidence estimate	Summary
Small group tuition	4 months	£££	★★★	High impact for moderate cost

- Intensive tuition in small groups is very effective, particularly when pupils are grouped according to current level of attainment or specific need. Have you considered how you will organise the groups?
- How will you assess pupils' needs accurately and provide work at a challenging level with effective feedback and support?
- One to one tuition and small group tuition are effective interventions. However, the cost effectiveness of one-to-two and one-to-three indicates that greater use of these approaches would be productive in schools.
- Have you considered how you will provide training and support for those leading the small group tuition, and how you will evaluate the impact of it? These are likely to increase the effectiveness of small group tuition.

Using teaching assistants effectively

- ▶ How well are your teaching assistants doing?
- ▶ How do you know how effective they are?

- ▶ The DISS project:
- ▶ **Deployment and Impact of Support Staff**
- ▶ Free download from www.oxfordprimary.co.uk

- ▶ http://fdslive.oup.com/www.oup.com/oxed/primary/literacy/osi_teaching_assistants_report_web.pdf?region=uk

Evidence from Ofsted

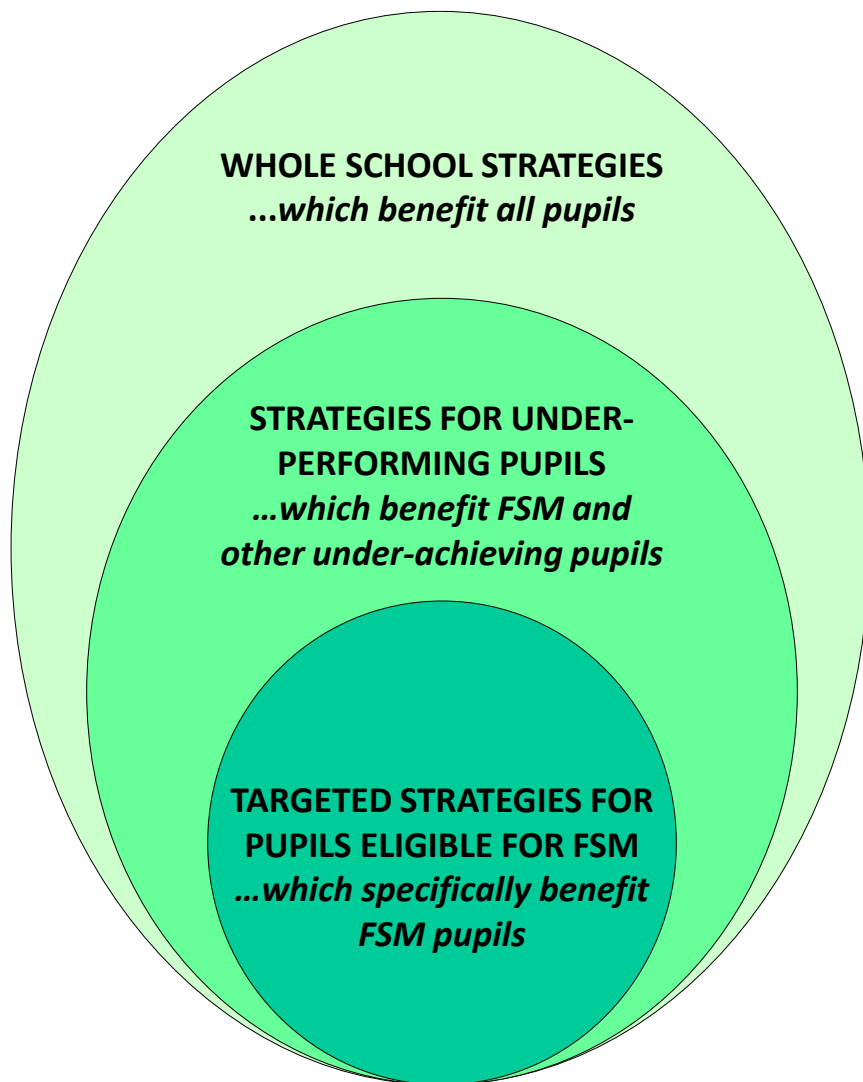
- ▶ Reports on PP – Sept 2012, Feb 2013 and July 2014
 - ▶ Successful approaches:
 - ▶ Unsuccessful approaches
- ▶ *Unseen children: access and achievement 20 years on*

Evidence from Ofsted: successful approaches

- ▶ PP funding ring-fenced to spend on target group
- ▶ Maintained high expectations of target group
- ▶ Thoroughly analysed which pupils were under-achieving + why
- ▶ Used evidence to allocate funding to big-impact strategies
- ▶ High quality teaching, not interventions to compensate for poor teaching
- ▶ Used achievement data to check interventions effective and made adjustments where necessary
- ▶ Highly trained support staff
- ▶ Senior leader with oversight of how PP funding is being spent
- ▶ Teachers know which pupils eligible for PP
- ▶ Able to demonstrate impact
- ▶ Involve governors



EXAMPLE STRATEGIES TO CLOSE ATTAINMENT GAPS



Whole school strategies might include...

- Quality teaching and learning, consistent across the school, supported by strong CPD culture, observation/moderation and coaching
- Engaging and relevant curriculum, personalised to pupil needs
- Pupil level tracking, assessment and monitoring
- Quality assessment
- Effective reward, behaviour and attendance policies
- Inclusive and positive school culture
- Effective senior leadership team, focused on PP agenda

Targeted strategies for under-achieving pupils might include...

- Early intervention and targeted learning interventions
- One-to-one support and other 'catch-up' provision
- Rigorous monitoring and evaluation of impact of targeted interventions
- Extended services and multi-agency support
- Targeted parental engagements
- In-school dedicated pastoral and wellbeing support and outreach
- Developing confidence and self-esteem through pupil voice, empowering student mentors, sport, music, or other programmes such as SEAL

Targeted strategies for FSM pupils might include...

- Incentives and targeting of extended services and parental support
- Subsidising school trips and other learning resources
- Additional residential and summer camps
- Interventions to manage key transitions between stages /schools
- Dedicated senior leadership champion

Pupil premium: the funding

- ▶ Additional per pupil funding for PP
 - ▶ 2011-12 £488 per pupil
 - ▶ 2014-15 £935 (secondary) £1300 (primary)
 £1900 (Looked after and adopted chn)

Total PP funding

- ▶ 2011-12 £625 million
- ▶ 2014-15 £2.5 billion

Protected in real terms to 2015-16

- ▶ Virtual School Heads responsible for managing PP for looked-after children
- ▶ **In total this represents a big commitment by the government. Now schools have to deliver.**

Accountability

- ▶ Using accountability to support successful implementation
- ▶ Building your own data sets
- ▶ On PP impact, we should be holding ourselves to account
- ▶ Are your pupils making **at least good progress?**
- ▶ Creating a good audit trail
- ▶ Accountability direct to parents

Are your pupils
making at least
good progress?

What inspectors are looking for

- ▶ Before the inspection, RAISE Online is studied for evidence on gaps:
 - ▶ How well did FSM pupils attain last year in comparison to other pupils in the school and nationally?
 - ▶ How much progress did FSM pupils make last year compared to other pupils in the school and nationally?
 - ▶ How well have FSM pupils been performing over time? Is attainment rising? Is the gap narrowing?
- ▶ PP pupil tracking by inspector
- ▶ Discussions with PP pupils, parents, staff and governors
- ▶ Study of effectiveness of PP spending strategies
- ▶ Study of effectiveness of leadership in monitoring and evaluation
- ▶ Governor involvement



Factors considered by inspectors

- ▶ Quality of the school's analysis of the performance and needs of PP pupils
- ▶ School rationale for spending PP funding
- ▶ Appropriateness and level of challenge of school's success criteria
- ▶ Robustness of monitoring and evaluation
- ▶ Level of involvement of governors
- ▶ Level of involvement of pupils, parents and carers
- ▶ Impact on narrowing the gap



Accountability to parents

- ▶ Obligation to report to parents on PP policies and impact
- ▶ Publish an online account of PP amount and plans to spend it
- ▶ At end of year, publish what you spent it on and the impact
- ▶ Lots of school templates on the internet

- ▶ ... but this is about much more than accountability ...
- ▶ ... using support to use PP more effectively ...
- ▶ ... using curriculum to close the gaps ...

An international perspective

“Today schooling needs to be much more about ways of thinking, involving creativity, critical thinking, problem-solving and decision-making.”

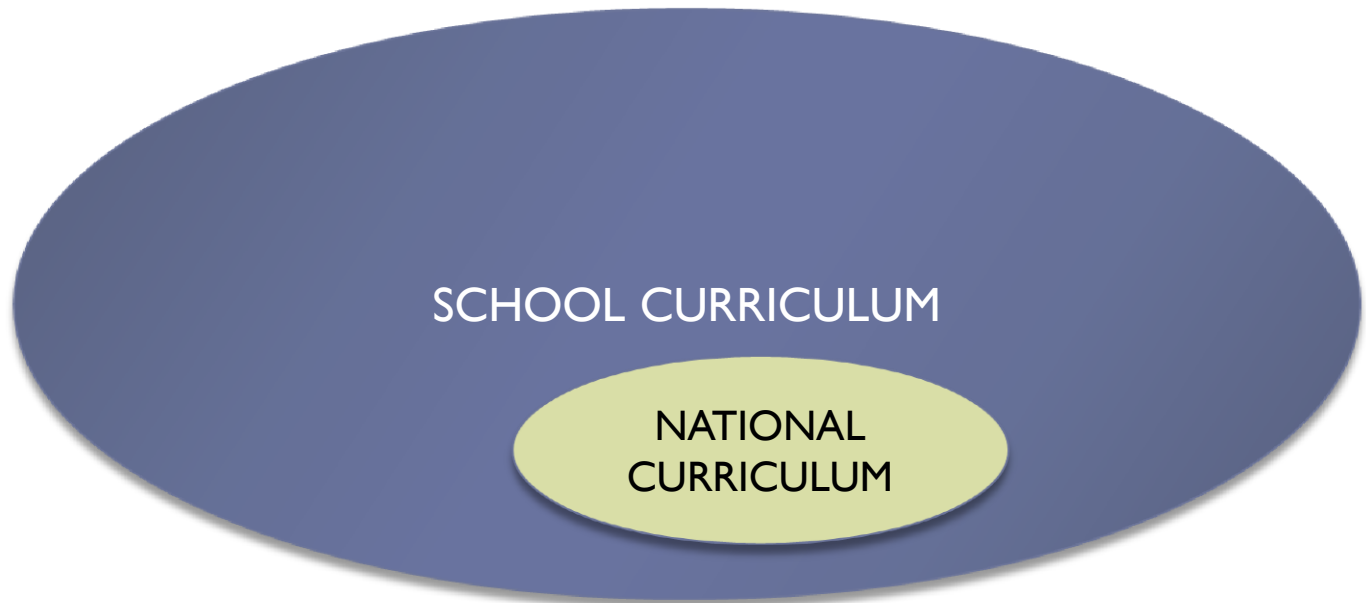
Andreas Schleicher – OECD

TES 16 November 2012



Using curriculum freedoms

The school curriculum is much bigger than the National Curriculum

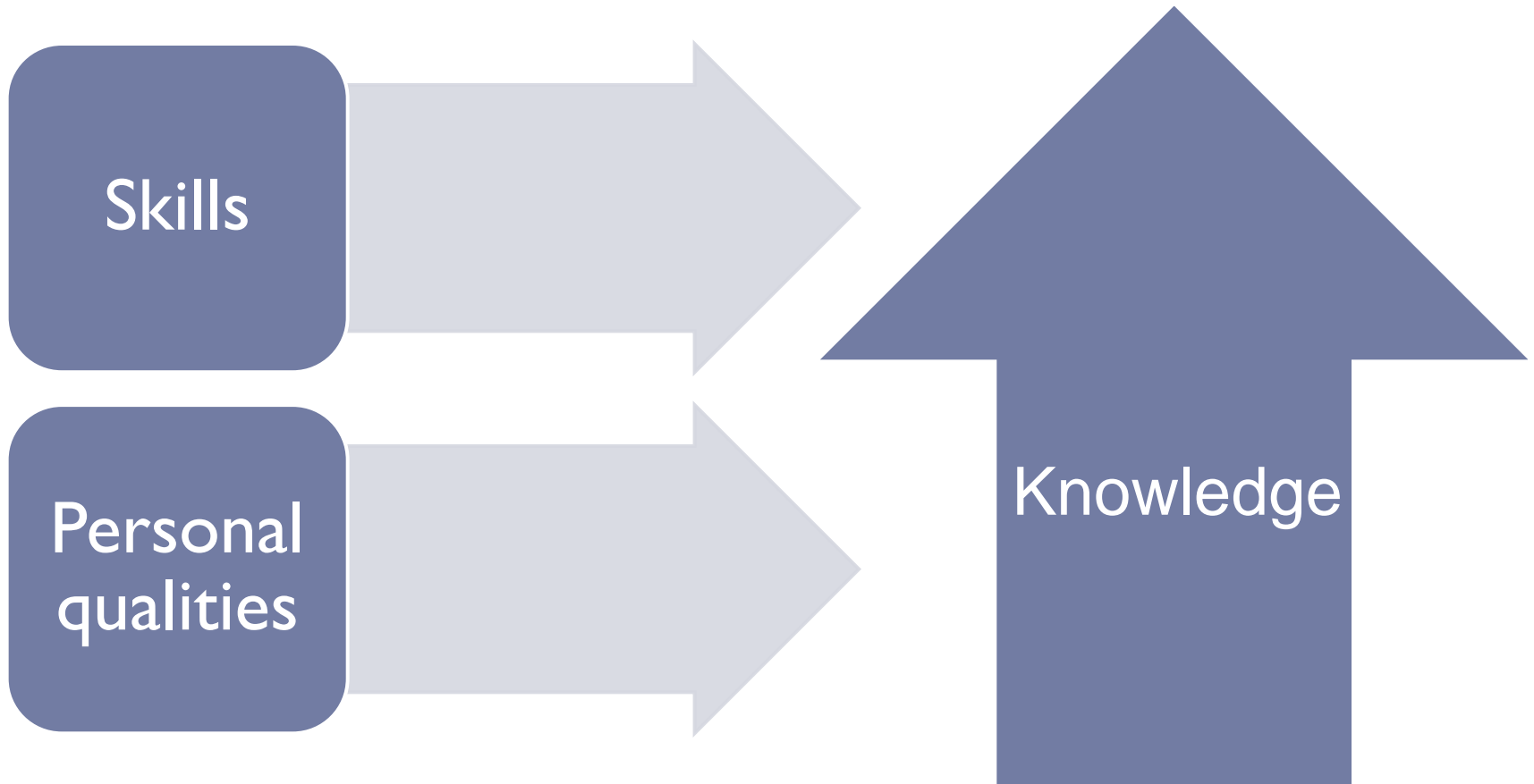


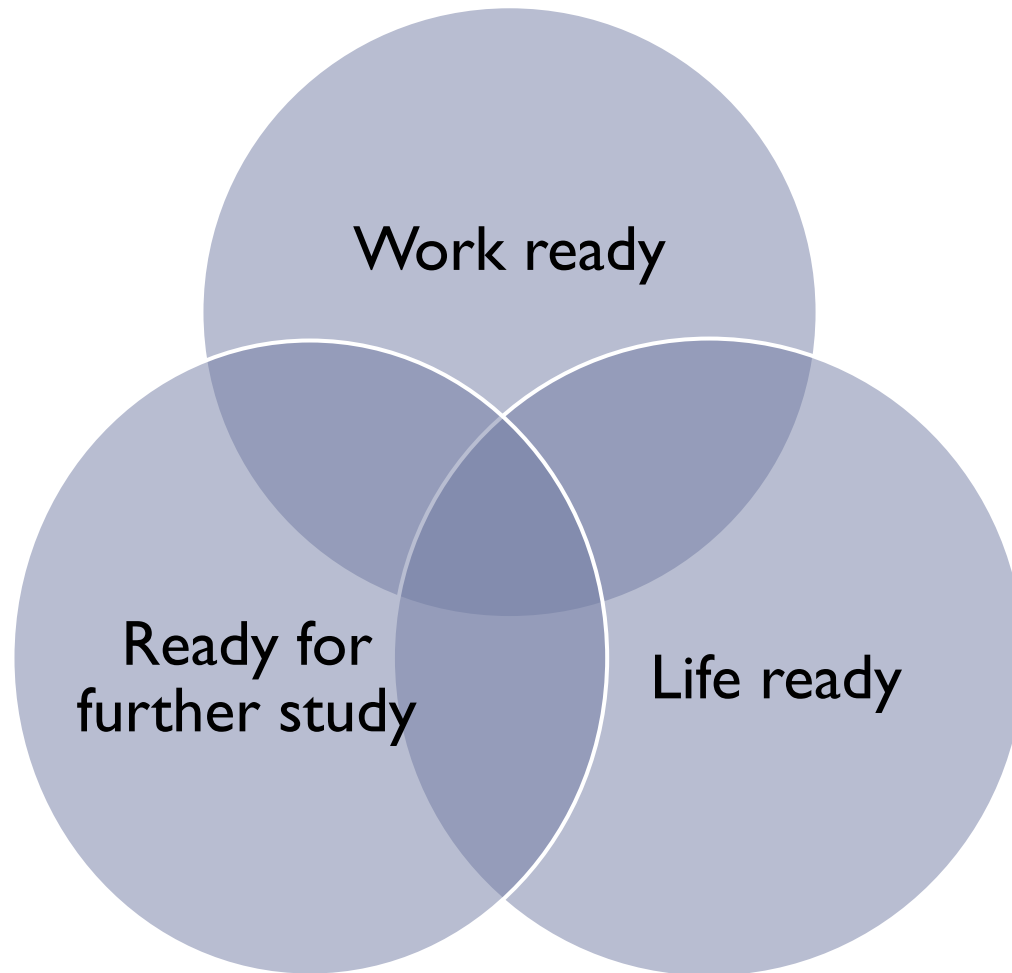
Using curriculum freedoms to close the gap

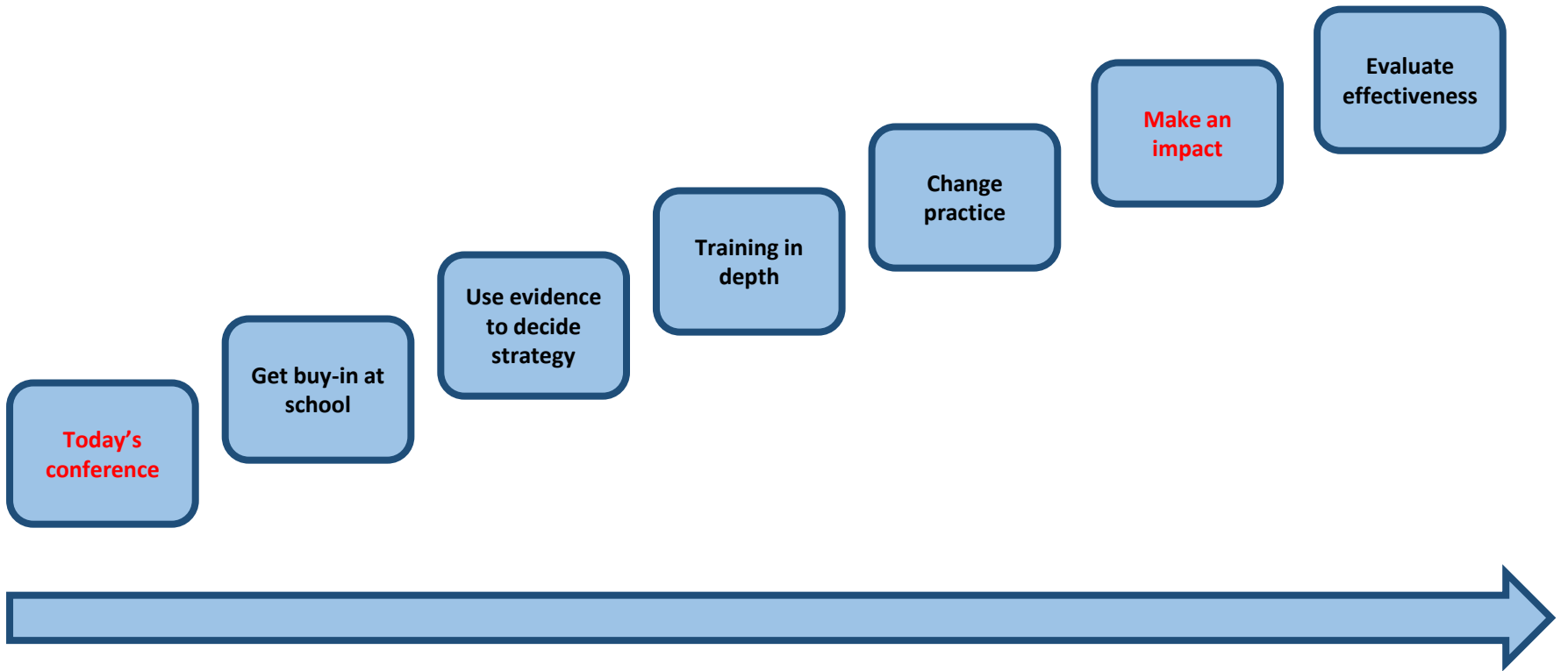
- ▶ *What curriculum does a C21 young person need?*
- ▶ *What curriculum does most for disadvantaged?*
- ▶ **Giving all young people a ‘whole education’**
- ▶ Developing knowledge, skills and personal qualities
- ▶ What skills and personal qualities to develop?
 - ▶ CBI list?
 - ▶ Your own list?
- ▶ **How can you develop the curriculum to help close the gap in your school?**



Using curriculum freedoms







Pupil Premium Awards

- ▶ PP Awards have been made in 2013 and 2014 to schools making the biggest impact with PP funding
- ▶ In 2015, up to 500 schools can win a share of £4m with the top secondary winning £250,000 and the top primary £100,000.
- ▶ Look at <http://www.pupilpremiumawards.co.uk/> to find out more
- ▶ You can also look at the website to find out more about what the 2013 and 2014 winners are doing to improve outcomes for disadvantaged pupils

National Pupil Premium Champion

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www.gov.uk/government/policies/raising-the-achievement-of-disadvantaged-children

www.education.gov.uk/schools/pupilsupport/premium

www.wholeeducation.org