



'Chances'

Pupil Premium Newsletter

October 2016

SOUTH GLOUCESTERSHIRE NEWSLETTER – IMPROVING THE LIFE CHANCES OF DISADVANTAGED PUPILS

SOUTH GLOUCESTERSHIRE COUNCIL



Ofsted Update – Diminishing Differences

Ofsted continue to have a keen focus on disadvantaged pupils and their attainment and progress against other pupils nationally. Their latest messages and key requirements are as follows:

- The main focus in outcomes is on progress, particularly from starting points.
- Take account of the most able disadvantaged and those that need to catch up from starting points.
- Compare historic progress of PP in school with progress made nationally by:
 - Other pupils who are not disadvantaged
 - Those who have similar starting points and checking the extent to which differences are diminishing.
- For historic data:
- In school gaps by comparing disadvantaged with other pupils
- Words we should use... differences / diminishing
- Words to avoid Closing / gap
-

From September 2016, maintained schools are required to publish their pupil premium strategy online. It must include:

- ✓ The amount of their pupil premium allocation
- ✓ A summary of the main barriers faced by eligible pupils
- ✓ How the allocation is to be spent to address those barriers and the reasons for that approach
- ✓ How impact will be measured
- ✓ The date of the next review of the strategy

For the previous academic year schools must publish how the allocation was spent and how its impact on eligible and other pupils.

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Key questions

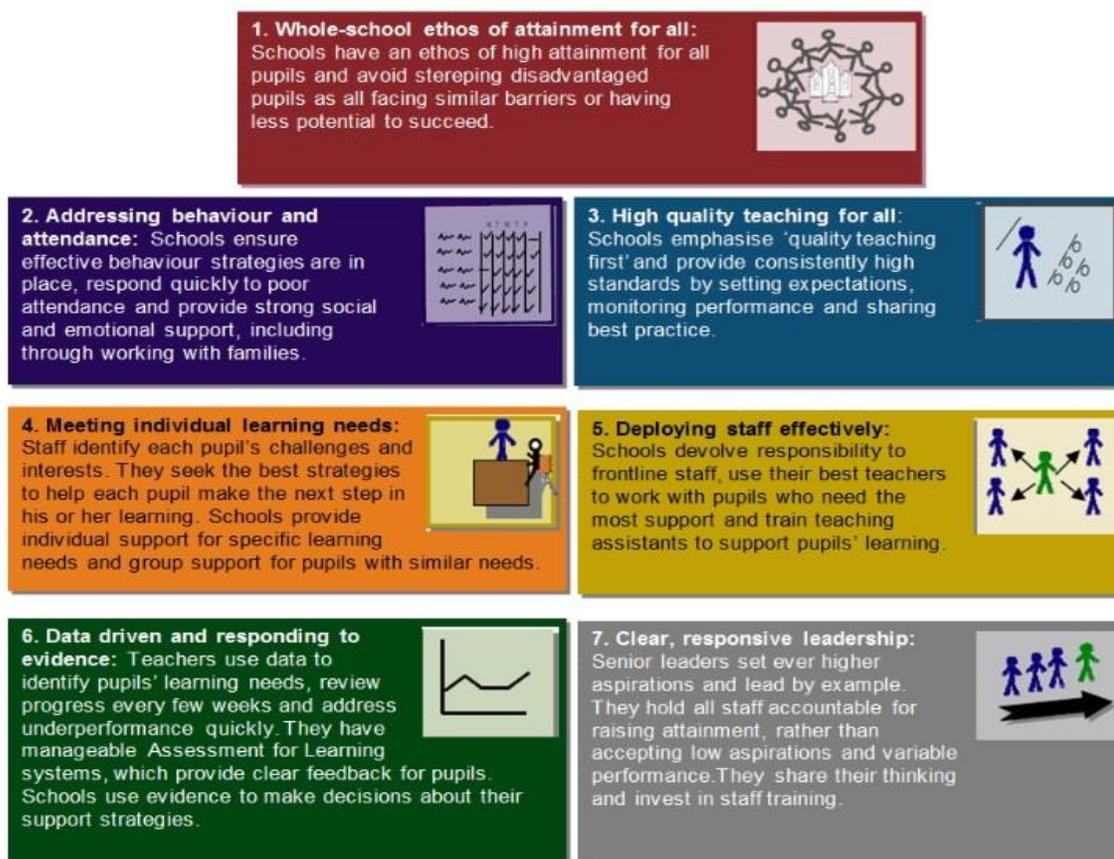
- What is the impact of your pupil premium strategy?
- Are the differences between your disadvantaged pupils and others nationally diminishing?
- How effectively do we identify each child's barriers?
- How effective are our approaches at addressing those barriers?



What are the most effective ways to support disadvantaged pupils' achievement?



Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils' attainment.



RAISE reports 2016 – Out Now for Key Stages 1 and 2!

Your school's RAISE report for 2016 is now out. It has a clear focus on disadvantaged pupils outcomes in your school compared to others pupils nationally.

Changes for 2016

* Clearer emphasis on disadvantaged pupils, in particular from different starting points, shown in summary tables at the front of each key stage.

Summary tables at the front of each key stage contain information about disadvantaged performance:

- * progress and attainment overall and by low, middle and high prior attainment for all pupils and disadvantaged pupils
- * national figures for all pupils and for other (non-disadvantaged) pupils
- * difference between disadvantaged pupils in the school and other pupils nationally
- * for overall progress, the ranking for the top and bottom 15% of schools
- * shading to highlight strong and weak performance.

Possible follow-up questions about disadvantaged pupils

- * How effectively has the school identified the main barriers faced by different disadvantaged pupils, in particular those with high prior attainment and those with low prior attainment who need to catch up?
- * How was the pupil premium funding spent to address the different barriers and how effective were the various approaches?
- * How might the progress and attainment of disadvantaged pupils in all current year groups compare with the 2016 progress and attainment?

Pupil Premium Calendar - Checklist

Head teachers, Deputy Head teachers and Pupil Premium leaders, get your term off to a flying start for children receiving pupil premium and feel on top of the process:

September

For new pupils to the school

- Check pupils entering school for eligibility for Pupil Premium (particularly Ever6)
<https://www.keytosuccess.education.gov.uk/> (school log in required).
- Update SIMs with pupil premium indicator for all pupil premium children.
- Identify whether new pupils eligible for Pupil Premium have other additional needs e.g. SEND, safeguarding concerns or English as an Additional Language.
- Liaise with the designated teacher for looked-after children if looked after and ensure Personal Education Plan identifies the deployment of the Pupil Premium Plus.
- Invite parents into school to discuss their views on barriers to success, the action that can be taken to reduce these and ensure these are recorded.
- Ensure that health needs are considered and action taken to respond to these if required.
- Share data information with staff on pupils that may include reported action and impact from previous setting/class, attainment, progress, attendance, exclusion etc.
- Identify classroom strategies, targeted group work and personalised responses to needs are effective and evidence led e.g. **The Sutton Trust EEF Teaching and Learning toolkit**
<http://educationendowmentfoundation.org.uk/toolkit/What-works-for-children-and-young-people-with-literacy-difficulties>
The effectiveness of interventions schemes;
<http://preview.tinyurl.com/brgd5fw> **What works for pupils with speech, language and communication needs**
<http://preview.tinyurl.com/obwuevz>;
What works for children with mathematical difficulties
<http://preview.tinyurl.com/ong7xw4>
- Audit staffs skills and provide CPD in areas they lack confidence in.
- Undertake initial screening of pupils in areas where interventions will be targeted i.e. literacy, numeracy, social and emotional needs, parent support etc.
- Organise the delivery of small group work and personalised responses to pupils and their families via trained staff.

October

School population of pupils eligible for Pupil Premium

- Ensure monitoring of teaching gathers information on the effectiveness of the strategies implemented across the curriculum to ensure the success of all
- Undertake quality assurance on interventions to ensure they are being delivered as agreed
- Request information from class/subject teachers regarding the strengths and needs of individual pupils and their views of action required to increase the pace of progress (this may be through pupil progress meetings).
- Undertake pupil voice review of the support being put in place to respond to their needs and the impact this has had.
- Contribute to school newsletter by adding a section on Pupil Premium funding and the difference it has made to outcomes, being very careful that no individual pupils can be identified by this
- Scrutinise attainment, progress, attendance and exclusion data on last year's Y6 pupils eligible for Pupil Premium and compare to national population of all pupils in order to identify gap and how school action has reduced this.

November

School population of pupils eligible for Pupil Premium

- Collate impact on short term programmes being instigated e.g. 10 week programs
- **Audit provision** to identify any gaps in areas associated with pupils' physical and health needs that are barriers to success and identify support to reduce its impact e.g. Breakfast club, family support from community and charitable groups, advice and guidance from external agencies, etc.
- Nurseries: Ensure the effectiveness of processes in place to encourage parent registration for the Early Years Pupil Premium Funding.

September

School population of pupils eligible for Pupil Premium

- Scrutinise attainment, progress, attendance and exclusion data of last year's Y6 pupils eligible for Pupil Premium, school to identify areas that may require further targeted action.
- Meet with Governor with responsibility for Pupil Premium to share data and responses.
- Update Pupil Premium Strategy by publishing impact on last academic year's interventions and adding details on the intended spending of this academic years funding.
- KS1/2 lead: Audit the pattern of curriculum strengths and areas of weakness revealed by the EYFS profile/end of KS1 results in pupils eligible for the Early Years and arrange meeting with prior settings to identify if combined action can be undertaken to respond to these.



Pupil Premium Strategies – what works?

Metacognition and self-regulation is one of the most effective, low cost strategies to accelerate progress of PP students (EEF research).

Metacognition strategy -

HERE IS WHAT TO THINK ABOUT BEFORE STARTING A NEW TASK:

1. **STOP**  • Stop what I am doing.
2. **THINK**  • What do I need to do?
• Do I have a checklist that I can use?
3. **PLAN**  • Plan the steps needed to finish the task.
• Fill out the checklist that I can use.
4. **DO**  • Sit down and start working!



Quality First Teaching

Research shows that quality first teaching has the biggest impact on diminishing the differences between disadvantaged pupils and others. What are some of the key features of that we should be developing?

- ✓ Provision matched to need of individual pupils
- ✓ Teachers teaching children not lessons (personalised learning)
- ✓ Effective assessment for learning
- ✓ Monitoring and tracking progress – used effectively to deliver match teaching to the needs of pupils
- ✓ Targeted questioning
- ✓ Addressing misconceptions
- ✓ Focused groups / individualised teaching, dynamic and flexible to meet individual needs
- ✓ Focused teacher modelling, explanation and questioning
- ✓ Enabling children to practice, embed, consolidate and apply concepts
- ✓ Metacognitive strategies to encourage effective, independent learning strategies

For poor pupils the difference between a good teacher and a bad teacher is a whole year's learning. EEF 2011

Reading Assistants

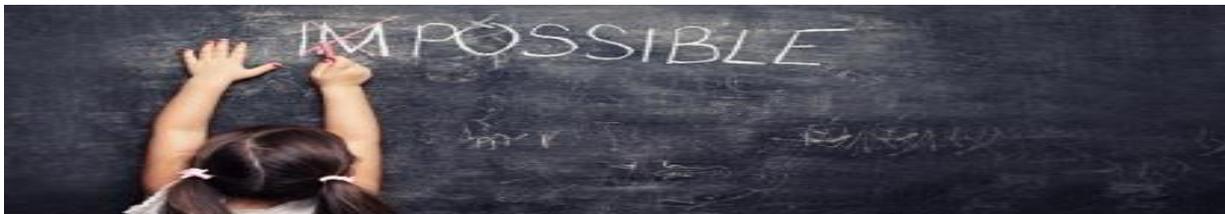
Many schools employ Reading Assistants as a core strategy to improve the reading skills of disadvantaged pupils; they have been proven to have a positive impact in many schools. Here are some dos and don'ts for effectively using Reading Assistants from where practice has been found to be most and least successful.

Do's

- ✓ Give them regular training in phonics and key reading skills
- ✓ Train them in inference, deduction and comprehension skills
- ✓ Put in place regular (at least 6 times a year) assessments for reading skills for children and build targets and intervention around this
- ✓ Teachers direct Reading Assistant interventions and work with them to assess and reshape provision
- ✓ Teachers follow up reading skills for individual children in every day teaching
- ✓ Reading Assistants work with families to support them with reading at home
- ✓ Reading Assistants work on particular reading skills rather than reading in general

Don'ts

- ✗ Use Reading Assistants for all eligible children regardless of ability and / or academic need
- ✗ Assume that Reading Assistants know which reading skills children need to develop.



Developing Feedback – Compliment Sandwich

Use the concept of a “feedback sandwich” to guide your feedback: Compliment, Correct, and Compliment.

1. Positive comment
2. Constructive criticism with explanation of how to improve
3. Positive comment

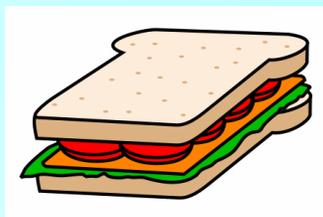
This can be paired with contextual statements:

I liked....because....

Now

Next time

An interactive statement e.g. a question based on the work



The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be 'dollops' of feedback"

Professor John Hattie
(Influences on Student Learning)

Attendance Matters

Primary Attendance 2015-16			Secondary Attendance 2015-16		
	Overall attendance	30%+ broken weeks		Overall attendance	30%+ broken weeks
All	96.1%	7.4%	All	92%	25%
FSM	93.3%	23.3%	FSM	86.25%	50.7%
Gap	-2.8%	-15.9%	Gap	-5.75%	-25.7%

While there are some examples of outstanding practice in some schools there remains a very significant difference particularly in broken weeks; this difference has widened over 2015-16. Schools are strongly encouraged to engage early with parents where there is a pattern of broken weeks, and to reference to this in their attendance policies and protocols. For advice in this area you may wish to contact Integra EWOS. If you have undertaken an initiative to address the Broken Week `gap` please do share this with a reference to the impact in your school. We would love to share good practice with other schools!

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Questions Pupil Premium Governors Might Ask (taken from 'The Pupil Premium – Governor Questions')

Governors' knowledge and awareness

1. Have leaders and governors considered research and reports about what works to inform their decisions about how to spend the Pupil Premium?
2. Do governors know how much money is allocated to the school for the Pupil Premium? Is this identified in the school's budget planning?
3. Is there a clearly understood and shared strategy for how this money is spent and what it should achieve? Is this communicated to all stakeholders including parents?
4. Do governors know how the school spends this money? What improvements has the allocation brought about? How is this measured and reported to governors and parents via the school's website?
5. If this funding is combined with other resources, can governors isolate and check on the impact of the funding and ascertain the difference it is making?
6. Do governors know whether leaders and managers are checking that the actions are working and are of suitable quality?

Leaders and managers' actions

1. Do the school's improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?
2. Do the actions noted for improving outcomes for Pupil Premium pupils: – give details of how the resources are to be allocated? – give an overview of the actions to be taken? – give a summary of the expected outcomes? – identify ways of monitoring the effectiveness of these actions as they are ongoing and note who will be responsible for ensuring that this information is passed to governors? – explain what will be evaluated at the end of the action and what measures of success will be applied?
3. Is the leader responsible for this area of the school's work identified?
4. How do governors keep an ongoing check on these actions and ask pertinent questions about progress ahead of any summary evaluations?
5. Are the progress and outcomes of eligible pupils identified and analysed by the school's tracking systems? Is this information reported to governors in a way that enables them to see clearly whether the difference in the performance of eligible pupils and other pupils is diminishing?

Pupils' progress and attainment

1. Does the summary report of RAISE online show that there are any differences in performance between pupils who are eligible for free school meals and those who are not at the end of key stages? (Look at the tables on the previous pages of this document for some indicators to consider)
2. Do the school's systems enable governors to have a clear picture of the progress and attainment of pupils who are eligible for the Pupil Premium **in all year groups across the school**, not just those at the end of key stages?
3. If there are differences in the attainment of pupils who are eligible for the Pupil Premium and those who are not, are eligible pupils making accelerated progress – are they progressing faster than the expected rate – in order to allow the differences to diminish? Even if all pupils make expected progress this will not necessarily make up for previous underperformance.
4. Is the school tracking the attendance, punctuality and behaviour (particularly exclusions and broken weeks) of this group and taking action to address any differences?

Overall, will governors know and be able to intervene quickly if outcomes are not improving in the way that they want them to?

