

Maximising the Impact of the Pupil Premium

- **Leadership, Culture and Values**
- **High Expectations**
- **Understanding Barriers**
- **Targeted, Evidence Based Activities**
- **Monitoring and Evaluation**
- **Accountability**
- **Challenging Orthodoxies**



ACHIEVEMENT UNLOCKED IN NORTH YORKSHIRE

Improving Outcomes for Disadvantaged Learners 2016/17

Marc Rowland
March 2017

www.nationaleducationtrust.net



"There is no one answer to ensuring high standards of attainment for disadvantaged pupils. What is important is having a clear rationale and evidence base for making decisions, particularly regarding how to spend the funding. It is paramount to identify any specific barriers disadvantaged pupils may have, rather than grouping them together."

ESSEX HEADTEACHER

Tackling Educational Disadvantage: A Toolkit for Essex Schools

Marc Rowland, Jo Moore and Dr Tony Ashmore

Principles

1. An excellent education and the highest expectations for all, regardless of background or barriers to learning.
2. The Pupil Premium should support improved attainment, raised expectations and readiness for life and learning.
3. High-quality teaching and learning should be prioritised over intervention. An intervention culture can lead to disadvantaged pupils being seen as 'someone else's responsibility'.
4. The Pupil Premium should be used to ensure disadvantaged pupils access excellent teaching and learning every day.
5. The Pupil Premium should address the needs of pupils as early as possible. It should focus on gaps in learning. End of key stage outcomes are a by-product of this approach.

A John Catt Publication

Learning Without Labels

Improving outcomes for vulnerable pupils

Edited by Marc Rowland

"Grounded, relevant and uplifting"
Baroness Morris of Yardley



CATS PUPIL PREMIUM STRATEGIC REVIEW PROJECT 2016/17

Marc Rowland and Vishal Panchmatia

JANUARY 2017

www.nationaleducationtrust.net

Registered charity number: 110393



Sheffield Pupil Premium Action Research Group

Tackling Educational Disadvantage by Understanding What Works

EDITED BY MARC ROWLAND

May 2015

www.sheffield.gov.uk/education



Premium Pupils

A review of the additional funding for disadvantaged and service families pupils in Warwickshire

LUCY CREHAN AND MARC ROWLAND

September 2013

www.nationaleducationtrust.net

NEW & UPDATED!



AN UPDATED PRACTICAL GUIDE TO

THE PUPIL PREMIUM

MARC ROWLAND

A JOHN CATT PUBLICATION

Culture and Values



Culture and Values

'We believe that a measure of quality in education is the extent to which excellence is achieved by all students, irrespective of disadvantage or barrier to achievement.'

Culture and Values



Culture and Values

“It took many meetings and lots of robust professional discussions to help everyone see that we needed to be doing more for these pupils who have less.”

Lady Lumley’s School

“We introduced a more inclusive behaviour policy... the behaviour of disadvantaged students has improved significantly; the number of students in internal isolation and receiving fixed term exclusions has halved in 2016.”

Scalby School

High Expectations

'We do not live to eat and make money. We eat and make money to be able to live. That is what life means and what life is for.'

George Mallory

Understanding Barriers

- Pupils and Families
- Community
- School



Understanding Barriers

'The landmark Hart and Risley study in 1995 identified "remarkable differences" in the early vocabulary experiences of young children.

Researcher and author Betty Hart described the results of their observations: "Simply in words heard, the average child on welfare was having half as much experience per hour (616 words per hour) as the average working-class child (1,251 words per hour) and less than one-third that of the average child in a professional family (2,153 words per hour)" (Hart & Risley 2003, 8).

This is important because vocabulary development during the preschool years is related to later reading skills and school success in general.'

Understanding Barriers

Word Gap: Number and Nature

560,000: Times a child from a professional family receives positive feedback before age four

100,000: Times a child from a working-class family receives positive feedback before age four

2,153: Words per hour a child from a professional family hears

616: Words per hour a child from a family on welfare hears

Sources: Atlantic, Boston Globe; LENA Natural Language Study, 2008

Understanding Barriers

‘Without the trust and respect of their pupils, a teacher will be less effective no matter how many training courses they go on...



...there is no meaningful way of measuring such things.’

Understanding Barriers





Targeted Strategies

- Slough and Eton School
- Baylis Court School
- Haggerston School
- Rosendale Primary School
- Limpsfield Grange School
- Lyons Hall Primary School
- Ruislip High School

Monitoring and Evaluation



Monitoring and Evaluation

| Success criteria: Be specific! | | |
|--|--|---|
| Activity (e.g.) | Treat with caution... | Better! |
| Additional teacher time to provide specific verbal feedback on areas for improvement | 'Improved' end of key stage outcomes / 'Improved' progress | Group of children using responding to verbal feedback in x subject as evidenced in books |
| Sports activity at the start of the day to improve behaviour | Children 'enjoyed' the session | Sustained reduction in the number of behavioural incidents over a given period. |
| Homework club to improve quality and quantity of homework | Number of pupils signing up | Number of disadvantaged pupils signing up and attending over a period of time. Feedback from teachers that quality and quantity of homework from pupils has improved. |
| Series of school trips linked to the curriculum as part of enrichment | Improved engagement in lessons 'observed' | Measurable and sustained improvements in the quality of pupil's writing evidenced in books. |

Monitoring and Evaluation

Mistaking Improvement:

How to make it look as if your improvement project has worked (Coe)

1. Wait for a bad year or choose underperforming schools to start with. Most things self-correct or revert to expectations (you can claim the credit for this).
2. Take on any initiative, and ask everyone who put effort into it whether they feel it worked. No-one wants to feel their effort was wasted.
3. Define 'improvement' in terms of perceptions and ratings of teachers. DO NOT conduct any proper assessments – they may disappoint.
4. Only study schools or teachers that recognise a problem and are prepared to take on an initiative. They'll probably improve whatever you do.
5. Conduct some kind of evaluation, but don't let the design be too good – poor quality evaluations are much more likely to show positive results.
6. If any improvement occurs in any aspect of performance, focus attention on that rather than on any areas or schools that have not improved or got worse (don't mention them!).
7. Put some effort into marketing and presentation of the school. Once you start to recruit better students, things will improve.

Monitoring and Evaluation

“Heads of department and senior leaders monitor teaching and learning, student tracking weeks and feedback trawls. These are reported regularly at SLT meetings. The Governing body has outcomes for disadvantaged pupils as a standing item when they meet every six weeks. External verification of the plan has also been sought.”

Scalby School

“A key message has been not to look at the label of a child or even necessarily raw data but to consider where need is. For example, for intervention to consider where there is a skills gap or a knowledge gap rather than simply going of the results of one off tests. We also realise that we have been too hasty in attempting to ensure all disadvantaged students have a mentor when again we should look at need and ensure the skill set of the mentors is matched to the need of the student.”

St John Fisher Catholic High School.

Accountability

You must publish a strategy for the school's use of the [pupil premium](#). You no longer have to publish a 'pupil premium statement'.

For the current academic year, you must include:

- Amount of funding
- barriers to learning
- how you'll spend the pupil premium to address those barriers and why
- how you'll measure the impact of the pupil premium
- the date of the next review of the school's pupil premium strategy

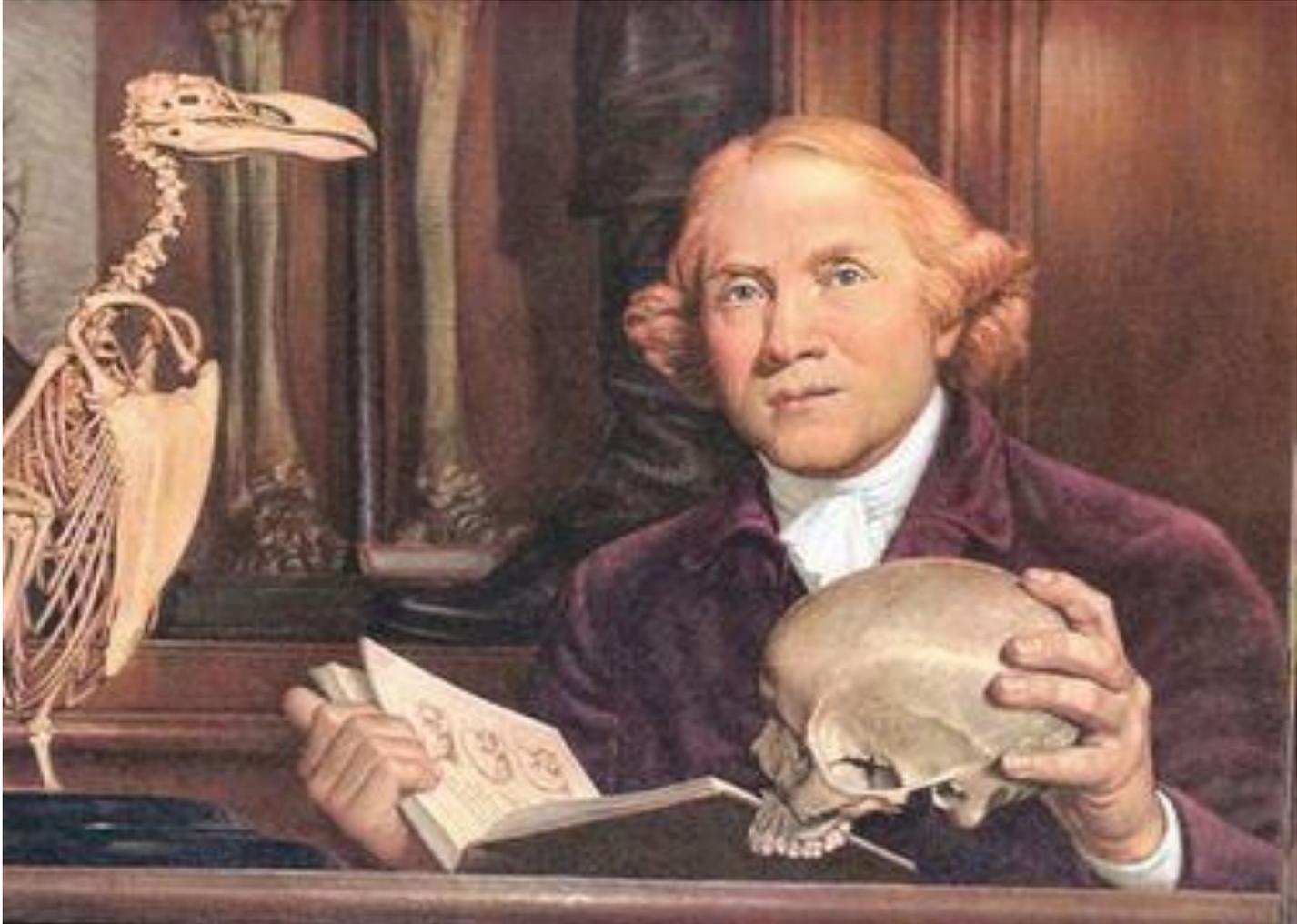
For the previous academic year, you must include:

- how you spent the pupil premium allocation
- the impact of the expenditure on eligible and other pupils
- Pupil premium funding is allocated for each year
- The Teaching Schools Council has published [templates to support schools in presenting their pupil premium strategies](#). Use of the templates is voluntary.

Securing Accountability



Challenging Orthodoxies





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