

Research background to our use of Pupil Premium Funding 2018-2019

Using The Sutton Trust 'Toolkit of Strategies to Improve Learning (Summary for schools spending the Pupil Premium)' By Professor Steve Higgins Durham University, Dimitra Kokotsaki and Professor Robert Coe CEM Centre, Durham University
The Leadership Team intend to allocate pupil premium funding in the following way.

Back ground research

The Sutton Trust research built upon the work of John Hattie and demonstrated clearly that different types of intervention had different levels of impact on pupil attainment and progress. The Sutton Trust Toolkit (<https://educationendowmentfoundation.org.uk/toolkit/>) shows that the most successful strategies in terms of improving learning gains are:

Effective feedback

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

Average Impact: +8 months

Meta-cognition and self-regulation strategies

Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.

Average Impact: +8 months

Mastery learning

Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework so that they can reach the expected level. Here the use of interventions during lessons to secure deepening of knowledge, skills and understanding. Lower attaining pupils may gain more from this strategy, by as much as one or two months' progress.

Average Impact: +5 months (+7 Months for lower attaining pupils)

One to One Tuition

One to one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support. It may be undertaken outside of normal lessons as additional teaching, for example as part of extending school time or summer schools, or as a replacement for other lessons by withdrawing the pupil for extra teaching. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.

Average Impact: +5 months

Reading comprehension

Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written. These approaches appear to be particularly effective for older readers (aged 8 or above) who are not making expected progress.

Average Impact: +5 months

Oral language interventions

Oral language interventions emphasise the importance of spoken language and verbal interaction in the classroom. They are based on the idea that comprehension and reading skills benefit from explicit discussion of either the content or processes of learning, or both. Oral language interventions have some similarity to approaches based on Meta-Cognition, which make talk about learning explicit in classrooms, and to Collaborative Learning approaches, which promote pupils' talk and interaction in groups.

Average Impact: +5 months

Collaborative learning

Collaborative or cooperative learning can be defined as learning tasks or activities where students work together in a group small enough for everyone to participate on a collective task that has been clearly assigned.

Average Impact: +5 months

Digital technology

The use of digital technologies to support learning. Approaches in this area can be made using both programs for students, where learners use technology in problem solving or more open-ended learning, and technology for teachers such as interactive whiteboards or learning platforms.

Average impact +4 months

As a result of this research evidence, the school has sought training for Assessment for Learning to work with the classroom based staff to improve the quality of feedback, questioning, pupil self-regulation and peer to peer support. This work commenced in May 2016 and continued throughout academic years 2016-2017, 2017-2018 and will continue throughout the 2018-2019 academic year.

The Head teacher and senior leadership team intend to attend national training and implement local initiatives. The school has been instrumental in collaboration with 13 other local school in regard to Pupil Premium Funding.

The pupil premium governor was Mrs Anne Kelly and she checks on the progress of our pupil premium strategies with the headteacher on a termly basis. Both the headteacher and Mrs Anne Kelly then report back to the Full Governing Body on the success of our strategies in raising the attainment and maximising the progress of Pupil Premium children. The school employs a senior leader to focus upon Pupil Premium children. The school has also undertaken a Pupil Premium Review with the School Adviser.

A new Pupil Premium Governor has been appointed.

Pupil Premium (PP) Spend and Impact Record - Academic Year 2018-19

Indicative Pupil Premium Grant = £ 82,780

	What is it we want to change?	What action are we taking to effect this change, using PP funding?	Cost	What is the net impact on pupil attainment and progress?
Prime whole school strategy	We want to ensure that we are maximising progress by employing the most effective strategies within the Pupil Premium toolkit.	Re audit the PPG strategy with the school Adviser Audit of Assessment for Learning strategies. CPD for teaching staff on strategies for Talk for Writing, Mathematics, Vocabulary and Reading CPD for learning support. Visits and visitors to enhance the curriculum for pupils.	School Adviser	The gap within attainment and progress will be narrowed. Children will be fluent readers

<p>Whole School Initiative</p>	<p>Needs analysis identified many PP children not attending school often enough or being punctual enough.</p>	<p>Continue to employ family support workers who can ensure that children are in school and learning and work with AHT to continually improve attendance.</p> <p>Two parent support officers have been employed to support families in school primarily those who are Pupil Premium. The services provided include family support for vulnerable families e.g. advice with benefits, help for victims of domestic violence. In school small group work and one to one pastoral support is to be provided to support social emotional and mental health development and improve academic progress.</p> <p>Parent support officers to monitor attendance at school to improve pupil's attendance.</p> <p>Free snack for children who are on the Pupil Premium.</p> <p>Play therapy and play skills training. Home visits. TAF and CAF meetings.</p> <p>Liaison between services such as Educational Psychology, SALT and assisting parents with medical appointments and Barnados Burnley support. Breakfast club/ After school care – help with costs towards kids club fees are available for parents needing this child care</p>	<p>£21357 £ 4660 £ 9746</p>	<p>Maintain this is having a positive impact</p> <p>Amend and develop CAF / TAF to include education bias</p> <p>Family Fridays to be developed to be aspirational and teaching families how to help their children.</p> <p>Increase links with education providers to engage parents and educate them.</p>
<p>Whole School Initiative</p>	<p>Parent workshops- limited parental academic ability inhibits home support and limits the importance of education within the family.</p>	<p>Parental workshops delivered by to learn basic skills will result in parents increased in confidence in their own academic ability which will enable them to have a positive view of education.</p> <p>Parent workshops to invite parents into school to learn Parents work with their child at home, helping secure greater progress and raising attainment.</p> <p>Parents feel supported in their own ability to work with their child at home</p>	<p>Parental support officer time.</p>	<p>Parental workshops allow parents to be sufficiently confident to support their children at home.</p>

Whole School Initiative	<p>Based on a needs analysis of PP children, support with social and emotional aspects of play especially at lunchtime is critical to help develop skills of sharing, problem solving and co-operating.</p>	<p>Continue to employ play-workers to support the development of social and emotional skills of PP children at lunchtimes.</p> <p>Family support officers to implement play programs including problem solving skills.</p> <p>To develop the problem solving aspect of play. – utilize the outward bound trust or Sports partnership to support this.</p>	<p>£19958</p>	<p>Continue</p>
Whole school initiative	<p>Study Support, including: 1 to 1 tuition sessions and booster groups to take place in KS1 and KS2. Teaching staff will be used to ensure a program of after-school support takes place across the whole of the academic year. Rewards, prizes, incentives and certificates purchased to motivate and engage pupils even further</p>	<p>1 to1 tuition planned to assess and progress children’s learning at an accelerated rate.</p> <p>Daily times table tasks to promote understanding and recall. Maths of the Day resource and Times Table Rock Stars to promote mathematics in school.</p> <p>Reading club to enthuse and promote a love of reading.</p>	<p>£5,000</p>	<p>1 to 1 tuition is the most effective way to ensure that children make accelerated progress.</p>

Whole school initiative	Development of reading across school using a number of targeted initiatives. reading at home and home-school support for Reading	<p>School to organise and run its own FRED scheme, purchasing books to read at home and as rewards at this age range.</p> <p>Increased number of 'core reading books' in EYFS, KS1 and KS2 will allow more children to take books home and read with their parents.</p> <p>Book and Story bags purchased to extend current lending system.</p> <p>Parents invited into school to share writing lessons with EYFS pupils; weekly input to help parents support their child at home.</p> <p>Parent workshops to be held by local library and parents encouraged to sign up their child;</p> <p>Visits by authors for story-telling sessions, and a visit by theatre groups performing shows to link with focus books will be arranged.</p>	Parental support, PPG lead and Literacy lead	<p>FRED type scheme to be created, launched and implemented – included into family Fridays</p> <p>Open the Library more at playtimes and lunchtimes</p>
Whole school initiative	We need to continue to track the performance of PP children more closely as a discrete group so that we can keep regular checks on progress.	Subscription to tracking system which allows us to monitor the progress of PP children closely and regularly.		Target tracker to be purchased and used
Whole school initiative	We need to track and monitor the progress of PP children in Reception class.	Purchase tracking software to monitor and record progress and attainment in Reception.		Target tracker to be purchased and used
Whole school initiative	To improve quality first teaching for Pupil Premium children.	Freeing DHT / AHT and SLT to act as a coach to all staff to help each member of staff to be the best teacher they can be and make the most possible progress with Pupil Premium children.	£25,396	

Whole school initiative	Workforce development and professional development	<p>SEN specialist teacher for dyslexia and dyscalculia. Development of the role of Teaching assistants, training and regular CPD</p> <p>Staff training and courses.</p> <p>Additional teaching assistant to support in class. Specific early intervention programs for communication and language and mathematical development. Ginger bear groups.</p> <p>Home / school meetings with parent support officers and teaching staff supply costs for</p> <p>Nursery and home visits and thorough assessments.</p> <p>Transition meetings Nursery to Reception, in school transition through key stages and new classes and then Year 6 to High School meetings.</p>	£10,000	CPD needed Ginger bear
Total Spend			£82,544	

	What is it we want to change?	What action are we taking to effect this change, using PP funding?	Additional Cost	What is the net impact on pupil
Current Reception (2017-2018)	<p>GLD for all pupils. Poor attendance for reception children interrupting learning time</p> <p>Children with poorly developed pencil grip (below in Physical development). Children need support in forming recognisable letters</p> <p>Children with regular health care need. As a result have low self-confidence and interrupted learning time.</p> <p>Low on entry literacy levels for PP children. Especially with CLL</p> <p>Several PP children in Year R have barriers to learning in SEND, attendance, behaviour, social and emotional needs and attitudes to learning.</p> <p>Induction with all parents by Family support officer, transition from Nursery to school.</p>	<p>TAs to support children's PSED development by teaching and modelling the prime areas of learning in provision. Family support officer to monitor the attendance and punctuality. TA to support.</p> <p>TA to support to allow full access to curriculum opportunities.</p> <p>Differentiated literacy / phonics. One-to one reading. Phonics booster sessions (TA's to lead literacy interventions planned by teachers) TA's to lead Speech and Language sessions. Teacher to be trained in EAL and to train other staff members Phonics sessions/ library sessions with parents Stay and play sessions / family Friday events</p> <p>Nurture groups run by TA3</p>	<p>HLTA to support emotional literacy. Additional teaching assistant time in the early years.</p> <p>Additional cost of health care equipment.</p>	

<p>Year 1 children</p>	<p>We aim to close the gap in attainment between PP and non PP children.</p> <p>We want to improve social skills of PP children.</p> <p>We want to give PP children additional support that isn't available at home with basic skills.</p> <p>Identified Y1 PP children at risk of not achieving Phonics Screening check standard.</p> <p>Several PP children in Year 1 have barriers to learning in SEND, attendance, behaviour, social and emotional needs and attitudes to learning.</p> <p>Several PP children in Year 1 have barriers to learning as they are EAL / EMG.</p>	<p>Planned interventions through TA in numeracy, literacy, letter formation, phonics and social skills for PP children.</p> <p>1:1 reading from TA.</p> <p>1:1 Maths boost</p> <p>Additional 4 x 20 minute phonics sessions from TA 4 times per week.</p> <p>Phonics sessions/ library sessions with parents.</p> <p>PP children targeted for support in class. All PPG pupils daily reading in class. Parent education courses run by the Family support officer.</p> <p>Nurture groups run by TA3</p> <p>Parent education courses run by the Family support officer.</p> <p>Training for EAL co-ordinator and teaching staff to accelerate the development of communication skills</p>	<p>Additional cost of teaching assistants.</p>	
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<p>Year 2 children</p>	<p>We aim to close the gap between PP and non PP children over the course of the year in reading, writing and phonics.</p> <p>Several PP children in Year 2 have barriers to learning in SEND, attendance, behaviour, social and emotional needs and attitudes to learning.</p>	<p>Targeted PP interventions for reading, writing, talk 4 writing/ handwriting, phonics.</p> <p>Afternoon time Wave3 support for PP children working well below in Literacy.</p> <p>PP children targeted for support in class. All PPG pupils daily reading in class.</p> <p>1:1 Maths boost with TA daily</p> <p>Parent education courses run by the Family support officer.</p>	<p>Additional cost of teaching assistants.</p>	
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<p>Year 3</p> <p>children</p>	<p>Several PP children in Year 3 have barriers to learning in SEND, attendance, behaviour, social and emotional needs and attitudes to learning.</p> <p>We want to support those PP children who aren't heard read regularly at home.</p>	<p>All PP children to receive 1:1 reading from TA. TA to run reward system with stickers and reward charts for PP children as incentives.</p> <p>Some PP children will be accessing playworkers and Family Support Worker support and will liaise back with TA. TA's to lead Wave 3 interventions</p> <p>PP children targeted for support in class. All PPG pupils daily reading in class. Targeted maths boost daily with TA</p> <p>Parent education courses run by the Family support officer.</p> <p>Nurture groups run by TA3 Fresh Start programme run by TA</p> <p>Daily reading with all PPG</p>	<p>Additional cost of teaching assistants.</p>	<p>Continue reading and add Maths daily intervention for all PPG as most underperforming Daily timetable tests.</p>

<p>Year 4</p> <p>children</p>	<p>We want to eradicate gaps between PP children and non PP children in numeracy, writing, spelling punctuation and grammar (SPAG).</p> <p>We want to support those PP children who aren't heard read regularly at home.</p>	<p>Regular TA time for PP children for Dynamo Maths, Lexia and Times Tables practice.</p> <p>Intervention groups for reading, writing and maths to meet the needs of all PP children including the more able.</p> <p>TA's supporting achievement of PP children in lessons including the ore able to ensure all can achieve in line with potential.</p> <p>Parent education courses run by the Family support officer.</p> <p>Nurture groups run by TA3</p> <p>Fresh Start programme run by TA</p> <p>Daily reading with all PPG</p> <p>Daily maths boost with TA</p>	<p>Additional cost of teaching assistants. Resources and subscriptions to computer programmes</p>	<p>Again maintain reading and include maths PPG underperforming in some areas.</p> <p>Growth Mindset needed</p>
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<p>Year 5</p> <p>children</p>	<p>To develop reading, writing and phonics skills in our PP children.</p> <p>To support PP children who aren't heard read regularly at home and who don't get support with homework.</p> <p>To improve behaviour of PP children and their attitudes to learning.</p> <p>To improve the attendance of PP children.</p>	<p>Daily PP intervention sessions for writing, reading and phonic development.</p> <p>Daily maths boost with TA</p> <p>Lunchtime homework club on Wednesday lunchtime.</p> <p>One to one behaviour support time</p> <p>TA's supporting achievement of PP children in lessons including the ore able to ensure all can achieve in line with potential.</p> <p>Spelling support for children to close the gaps in academic attainment</p> <p>Parent education courses run by the Family support officer.</p> <p>Nurture groups run by TA3</p>		<p>Playtime support for learning</p> <p>Behavior support no longer required</p> <p>Attendance issues.</p> <p>Read and maths daily</p> <p>Homework club</p> <p>Maths club</p> <p>Spelling support</p>
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<p>Year 6</p> <p>children</p>	<p>To develop age related expectations in reading, writing and mathematics.</p> <p>To ensure PP children are supported with homework if this isn't available at home.</p>	<p>To support PPG pupils with the curriculum.</p> <p>Daily interventions and First Quality teaching.</p> <p>Homework club run in school at lunchtime.</p> <p>Study groups run by the SLT and teachers.</p> <p>Study club for PPG pupils.</p> <p>TA's supporting achievement of PP children in lessons including the ore able to ensure all can achieve in line with potential.</p> <p>Nurture group to manage and support the social, emotional and mental health of the PPG pupils.</p>		<p>Read and maths daily</p> <p>Homework club</p> <p>Maths club</p> <p>Spelling support</p>
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	To support PP children who have social and emotional needs so that they don't become barriers to learning. To ensure that all PP children make the most progress possible.	TA 1 to 1 support for these pupils. Also FSW available. TA's run 1 to 1 and small group sessions supporting PP children in class and at break times where necessary in reading, writing and mathematics.		
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Additionality in responding to need.	To ensure that all Y6 PP children make the most progress possible.	Additional teacher in Year 6		
	To respond to the needs of all PP children in Reception to ensure that they achieve at least in line with their peers at GLD.	Additional TA in Reception Summer Term		
	Small contingency to meet unforeseen Need	£6,216		

Total spend of TA support = £210,037

Grand Total for Pupil Premium Expenditure exceeds the grant, therefore school improvement monies will need to be drawn down to meet the needs of PP children to supplement PP funding

1 to 1 tuition
homework club
Breakfast maths club
breakfast reading club
Making it in Burnley – link to stem
Digital technology - +4 months progress impact

References:

Professor Steve Higgins Durham University Dimitra Kokotsaki and Professor Robert Coe CEM Centre, Durham University (2011) The Sutton Trust 'Toolkit of Strategies to Improve Learning (Summary for schools spending the Pupil Premium)'

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DFE (November 2015) Supporting the attainment of disadvantaged pupils Briefing for school leaders. Caroline Sharp, Shona Macleod and Daniele Bernardinelli, National Foundation for Educational Research. Amy Skipp, Ask Research, Steve Higgins, Durham University

Ofsted (September 2012, No. 120197) Report summary 'The Pupil Premium: How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils'

