Improving Attainment for All: Effective Use of the Pupil Premium

Tuesday 22nd October 2013
Improving Attainment for All: Effective Use of the Pupil Premium

Chaired By: Alan Barham
Consultant, Swale Academies Trust
Improving Attainment for All: Effective Use of the Pupil Premium

Mark Phillips
Senior HMI, Ofsted
Office for Standards in Education
In September 2012, Ofsted published a report based on the views of 262 school leaders gathered through inspections and telephone interview questionnaires conducted by Her Majesty’s Inspectors.

In the autumn term 2012, Ofsted visited 68 primary and secondary schools to see how effectively the schools were spending the funding to maximise achievement. A good practice report was published 11 February 2013.
Key findings – September 2012

- School leaders commonly said that they were using the funding to maintain or enhance existing provision rather than to put in place new initiatives.

- Schools did not routinely disaggregate the Pupil Premium funding from their main budget, especially when receiving smaller amounts.

- In some schools it was clear to inspectors that the spending was not all focused on the needs of the specific groups for whom it was intended.

- Inspectors saw little evidence of a strong focus on the Pupil Premium by governors or management committees.
How schools were spending the Pupil Premium - September 2012

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff</td>
<td>204</td>
</tr>
<tr>
<td>1:1 tuition</td>
<td>100</td>
</tr>
<tr>
<td>Subsidising trips</td>
<td>84</td>
</tr>
<tr>
<td>Additional curriculum</td>
<td>83</td>
</tr>
<tr>
<td>Small group tuition</td>
<td>81</td>
</tr>
<tr>
<td>Non-academic intervention</td>
<td>56</td>
</tr>
<tr>
<td>Out of school hours care</td>
<td>44</td>
</tr>
<tr>
<td>Uniform and equipment</td>
<td>40</td>
</tr>
<tr>
<td>Support for specific groups</td>
<td>32</td>
</tr>
<tr>
<td>Staff CPD</td>
<td>12</td>
</tr>
<tr>
<td>School assessment &amp; tracking</td>
<td>10</td>
</tr>
<tr>
<td>Buildings</td>
<td>10</td>
</tr>
<tr>
<td>Motivational</td>
<td>8</td>
</tr>
<tr>
<td>Exam entries</td>
<td>2</td>
</tr>
</tbody>
</table>

Based on multiple answers provided by 119 school leaders responding to the telephone survey and 142 school leaders responding to additional questions at inspection.
What do inspectors look for?
Before the inspection, inspectors must use all available evidence to develop an initial picture of the school’s context and performance.

The categorisation of pupils eligible for FSM changed in 2012. Pupils are classed as FSM if they have been eligible for and claiming FSM at any time in the last 6 years.

This will include:
- Data from RaiseOnline
- Previous report
- Parent View
- Information available on the school’s website
How well do PP pupils attain in comparison to other pupils in the school and nationally?

<table>
<thead>
<tr>
<th></th>
<th>All NC Core Subjects</th>
<th>English</th>
<th>Reading</th>
<th>Writing (TA)</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>National</td>
<td>School</td>
<td>National</td>
<td>School</td>
</tr>
<tr>
<td>Free School Meals*</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FSM</td>
<td>9</td>
<td>25.3</td>
<td>26.6</td>
<td>9</td>
<td>24.3</td>
</tr>
<tr>
<td>Non FSM</td>
<td>20</td>
<td>26.8</td>
<td>28.9</td>
<td>20</td>
<td>27.8</td>
</tr>
<tr>
<td>Children Locked After</td>
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<td></td>
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</tr>
<tr>
<td>CLA</td>
<td>0</td>
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<td>0</td>
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</tr>
<tr>
<td>Not CLA</td>
<td>29</td>
<td>27.7</td>
<td>28.3</td>
<td>29</td>
<td>26.6</td>
</tr>
<tr>
<td>Free School Meals* or</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children Locked After</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CLA or FSM</td>
<td>9</td>
<td>25.3</td>
<td>26.5</td>
<td>9</td>
<td>24.3</td>
</tr>
<tr>
<td>Not CLA or FSM</td>
<td>20</td>
<td>28.8</td>
<td>28.9</td>
<td>20</td>
<td>27.6</td>
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<tr>
<td>Prior</td>
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<td></td>
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</table>

* Pupil Premium
How well do pupils achieve over time?

Percentage of pupils achieving expected progress in mathematics at Key Stage 2

<table>
<thead>
<tr>
<th>Cohort</th>
<th>School</th>
<th>National Non CLA/FSM Average</th>
<th>Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Pupils</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>CLA/FSM*</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Non CLA/FSM*</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Within School Gap</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cohort</th>
<th>School</th>
<th>National Non CLA/FSM Average</th>
<th>Diff</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>28</td>
<td>82</td>
<td>85</td>
</tr>
<tr>
<td>2011</td>
<td>9</td>
<td>75</td>
<td>85</td>
</tr>
<tr>
<td>2012</td>
<td>19</td>
<td>95</td>
<td>89</td>
</tr>
</tbody>
</table>

Average point scores, 2012, English and Maths by Free School Meals* / Children Looked After

<table>
<thead>
<tr>
<th>All NC Core Subjects</th>
<th>English</th>
<th>Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>National</td>
<td>Average Difference</td>
</tr>
<tr>
<td>Cohort</td>
<td>APS</td>
<td>Non CLA/FSM Average</td>
</tr>
<tr>
<td>All Pupils</td>
<td>29</td>
<td>27.7</td>
</tr>
<tr>
<td>Non CLA/FSM</td>
<td>20</td>
<td>28.8</td>
</tr>
<tr>
<td>CLA/FSM</td>
<td>9</td>
<td>25.3</td>
</tr>
<tr>
<td>Within School Gap</td>
<td>-3.5</td>
<td>-3.3</td>
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</table>
How well do PP pupils attain in comparison to other pupils in the school and nationally?

<table>
<thead>
<tr>
<th>School Score</th>
<th>Boys</th>
<th>Girls</th>
<th>FSM+</th>
<th>Not FSM+</th>
<th>CLA or FSM+</th>
<th>Not CLA</th>
<th>CLA</th>
<th>Low</th>
<th>Middle</th>
<th>High</th>
<th>Overall throughout Yrs 704/11</th>
<th>First Language - English</th>
<th>First Language - Other</th>
<th>First Language - Unclassified</th>
<th>Non-SEN</th>
<th>SEN Without Statement</th>
<th>SEN School Action Plan</th>
<th>SEN Statement</th>
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<tbody>
<tr>
<td>Cohort for VA</td>
<td>1000.2</td>
<td>999.0</td>
<td>1010.1</td>
<td>986.6</td>
<td>1013.3</td>
<td>994.8</td>
<td>1009.7</td>
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<td>1012.3</td>
<td>1007.0</td>
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<td>-</td>
<td>1010.4</td>
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<td>School Score</td>
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<td>135</td>
<td>149</td>
<td>49</td>
<td>243</td>
<td>3</td>
<td>280</td>
<td>41</td>
<td>242</td>
<td>35</td>
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<td>95% confidence interval</td>
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<td>8.3</td>
<td>37.6</td>
<td>-</td>
<td>8.5</td>
<td>28.9</td>
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<td>Group national mean</td>
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<td>991.6</td>
<td>999.9</td>
<td>981.6</td>
<td>1005.5</td>
<td>996.4</td>
<td>995.2</td>
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<td>1020.7</td>
<td>1002.9</td>
<td>1005.6</td>
<td>977.2</td>
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<tr>
<td>Significance from national average for group</td>
<td>Sig+</td>
<td>Sig+</td>
<td>Sig+</td>
<td>Sig+</td>
<td>Sig+</td>
<td>Sig+</td>
<td>Sig+</td>
<td>Sig+</td>
<td>Sig+</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Significance from overall national average</td>
<td>Sig+</td>
<td>Sig+</td>
<td>Sig+</td>
<td>Sig+</td>
<td>Sig+</td>
<td>Sig+</td>
<td>Sig+</td>
<td>Sig+</td>
<td>Sig+</td>
<td>Sig+</td>
<td>-</td>
<td>Sig+</td>
<td></td>
<td></td>
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</tbody>
</table>
How well do pupils achieve over time?

<table>
<thead>
<tr>
<th>Capped points score</th>
<th>School</th>
<th>National</th>
<th>Average Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort</td>
<td>APS</td>
<td>Non CLA/FSM Average</td>
<td></td>
</tr>
<tr>
<td>All Pupils</td>
<td>293</td>
<td>362.6</td>
<td>352.3</td>
</tr>
<tr>
<td>Non CLA/FSM</td>
<td>249</td>
<td>371.5</td>
<td>352.3</td>
</tr>
<tr>
<td>CLA/FSM</td>
<td>44</td>
<td>312.4</td>
<td>352.3</td>
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<tr>
<td>Within School Gap</td>
<td>-59.1</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>English average points</th>
<th>School</th>
<th>National</th>
<th>Average Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort</td>
<td>APS</td>
<td>Non CLA/FSM Average</td>
<td></td>
</tr>
<tr>
<td>All Pupils</td>
<td>293</td>
<td>42.1</td>
<td>41.0</td>
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<tr>
<td>Non CLA/FSM</td>
<td>249</td>
<td>42.9</td>
<td>41.0</td>
</tr>
<tr>
<td>CLA/FSM</td>
<td>44</td>
<td>37.0</td>
<td>41.0</td>
</tr>
<tr>
<td>Within School Gap</td>
<td>-5.9</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Mathematics average points</th>
<th>School</th>
<th>National</th>
<th>Average Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cohort</td>
<td>APS</td>
<td>Non CLA/FSM Average</td>
<td></td>
</tr>
<tr>
<td>All Pupils</td>
<td>293</td>
<td>42.4</td>
<td>41.2</td>
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<tr>
<td>Non CLA/FSM</td>
<td>249</td>
<td>43.6</td>
<td>41.2</td>
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<tr>
<td>CLA/FSM</td>
<td>44</td>
<td>30.5</td>
<td>41.2</td>
</tr>
<tr>
<td>Within School Gap</td>
<td>-8.1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using data to inform inspection planning

- Lead inspectors use data and their professional judgement to plan appropriate inspection strategies.

- This might include tracking a class or specific group of pupils to assess their experience of a school day or part of a school day.

- Inspectors may identify a class or classes that contain one or more pupils from the specific groups identified in the pre-inspection analysis. In this way, the experience, progress and learning of these pupils can be judged within the context of other pupils’ experience. (*School inspection handbook*, p10)
Taking account of all groups

- Evidence gathered by inspectors during the course of the inspection may include:
  - case studies of individual pupils, particularly the lowest attaining pupils and those for whom the pupil premium provides support
- They consider how well:
  - gaps are narrowing between the performance of different groups of pupils both in the school and in comparison to those of all pupils nationally
  - pupils who are eligible for the pupil premium have achieved since joining the school.
The impact of leadership at all levels

- Inspectors should consider the effectiveness of monitoring and evaluation and the extent to which it is shared with governors – this includes monitoring and evaluation of:
  - the quality of teaching and the achievement and progress of all groups of pupils, including those for whom the pupil premium provides support, relative to other schools nationally
  
- Inspectors should also consider how well governors:
  - use the pupil premium and other resources to overcome barriers to learning, including reading, writing and mathematics.
It’s not all about the core...

Primary schools: participation in extra-curricular music 2008-2011
Further information

School Inspection Handbook
http://www.ofsted.gov.uk/resources/school-inspection-handbook

The Framework for School Inspection
http://www.ofsted.gov.uk/resources/framework-for-school-inspection

The Pupil Premium, Ofsted, September 2012
http://www.ofsted.gov.uk/resources/pupil-premium

The Pupil Premium: how schools are spending the funding successfully to maximise achievement, Ofsted, February 2013
http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement

Pupil Premium – what you need to know, Department for Education, 2012
www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp
The Pupil Premium Analysis and challenge tools for schools

- This booklet accompanies Ofsted’s Pupil Premium report (February 2013).
- It contains a series of tools that schools can use to help them to analyse where there are gaps in achievement between pupils who are eligible for the Pupil Premium and those who are not, and to plan the action they need to take.

Thank you
Improving Attainment for All: Effective Use of the Pupil Premium

Professor Stephen Gorard
Professor of Education, Durham University
Evidence base for using the Pupil Premium

Stephen Gorard
Durham University
s.a.c.gorard@durham.ac.uk
http://www.evaluationdesign.co.uk/
### Percentage of pupils in England attaining each qualification threshold, by FSM status, 2007

<table>
<thead>
<tr>
<th></th>
<th>Not FSM eligible</th>
<th>FSM eligible</th>
<th>Missing FSM code (maintained)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Percentage of national total</strong></td>
<td>76%</td>
<td>13%</td>
<td>4%</td>
</tr>
<tr>
<td><em><em>Percentage attaining 5+ GCSE or equivalents A</em>-C – Level 2</em>*</td>
<td>63</td>
<td>36</td>
<td>14</td>
</tr>
<tr>
<td><strong>Percentage attaining Level 2 with GCSE English and Maths</strong></td>
<td>49</td>
<td>21</td>
<td>7</td>
</tr>
</tbody>
</table>

Source: National Pupil Database 2007
Correlation between local school characteristics and LEA-level segregation figures

<table>
<thead>
<tr>
<th>School Type</th>
<th>Segregation of FSM-eligible pupils 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘Community’ schools 2012</td>
<td>-.56</td>
</tr>
<tr>
<td>‘Selective’ schools 2012</td>
<td>.62</td>
</tr>
<tr>
<td>All Academies 2012</td>
<td>.43</td>
</tr>
<tr>
<td>Academy Converters 2012</td>
<td>.54</td>
</tr>
</tbody>
</table>
Nearly half of pupils from poorer backgrounds whose private school fees were paid by the last Tory government are now earning at least £90,000 a year.

More than 75,000 children took part in the Assisted Places Scheme, which ran for 17 years from 1980 before it was abolished by Labour.

The Sutton Trust, which campaigns to improve social mobility through education and commissioned the report, said its findings were powerful evidence that a similar scheme should be brought back.

Chairman Sir Peter Lampl said: ‘The new research shows the extent to which able children from less advantaged homes gain from an independent school education.'
Methodology

For this report, a short survey was developed that was designed to elicit data on the respondents’ current occupation, income and future plans. This study received responses from 77 Assisted Place holders, giving us a response rate of 55 per cent.

Comparison of parental occupations, sex, school leaving age, qualification levels and subsequent occupational destinations showed no statistically significant variation. This leads us to conclude that there is no reason why the range of experiences and perceptions presented here should not be seen as indicative of those of the broader cohort.

A model of causation in social science

**Association** - For X (a possible cause) and Y (a possible effect) to be in a causal relationship they must be repeatedly associated. This association must be strong and clearly observable. It must be replicable, and it must be specific to X and Y.

**Sequence** – X and Y must proceed in sequence. X must always precede Y (where both appear), and the appearance of Y must be safely predictable from the appearance of X.

**Intervention** - It must have been demonstrated repeatedly that an intervention to change the strength or appearance of X strongly and clearly changes the strength or appearance of Y.

**Explanatory mechanism** - There must a coherent mechanism to explain the causal link. This mechanism must be the simplest available without which the evidence cannot be explained. Put another way, if the proposed mechanism were not true then there must be no simpler or equally simple way of explaining the evidence for it.
References

See, BH and Gorard, S. (2013) What do rigorous evaluations tell us about the most promising parental involvement interventions?, Report to the Nuffield Foundation
Improving Attainment for All: Effective Use of the Pupil Premium

Jean Gross CBE
Independent Expert and Writer
Narrowing the attainment gap or .... we need to talk about Darren

Jean Gross, CBE, 2013
In 2012 phonics check, 44% children eligible for FSM achieved expected level, compared to 61% of all other children.

76% of children entitled to FSM got L2+ in Reading, compared to 90% of all other children.

For writing, 70% versus 86% (60% white FSM British boys).

For maths, 82% versus 93%.
In 2012, 66% of children entitled to FSM got L4+ in both English and maths, compared to 83% of all other children.
The gap is wide

- 35% FSM got 5 A*–Cs including En and Ma, compared to 58% of all pupils
- 29% White British FSM
- 26% White British boys FSM
In a poor household a child will hear 500 different words a day while in a rich household they will hear 1,500.

By the age of six a less able child from a well-off family will have overtaken a more able but poorer child in their school attainment. By the age of ten the gap will be wider still.

Among the cleverest children born in UK in 1970, in the top fifth of the ability range, 80% of the richest children achieved two A-levels or their equivalent, compared with only 40% for the poorest.
Improving learning for disadvantaged children: what works?

- Allocating best teachers to disadvantaged children
- Early intervention
- Effective feedback on learning
- Metacognition and self regulation
- One to one teaching
- Small group tuition
- Peer tutoring
- Phonics
- Parental involvement
- Social and emotional aspects of learning

www.educationendowmentfoundation.org.uk/toolkit
Intergenerational transmission

“I can read now. I’m the only one in my family who can read.”
Three key factors

Language, literacy and numeracy

Parental involvement

Self efficacy
Three key factors

- **Language, literacy and numeracy**
- **Parental involvement**
- **Self efficacy**
Vocabulary at age 5 has been found to be the best predictor of whether children who experienced social deprivation in childhood were able to ‘buck the trend’ and escape poverty in later adult life.
Poor communication skills impact on...

**Educational achievement**

Vocabulary at 5 a powerful predictor of GCSE achievement

**Behaviour/vulnerability**

2/3 of 7-14 year olds with serious behaviour problems have language impairment

**Mental health**

40% of 7 to 14 year olds referred to child psychiatric services had a language impairment that had never been suspected

**Criminology**

65% of young people in young offender institutions have communication difficulties

**Employability**

47% of employers say they can’t get recruits with the communication skills they need

**Disadvantage Cycle**

Children from low income families lag behind high income counterparts by sixteen months in vocabulary at school entry
De-contextualised formal talk

- BICS– Basic Interpersonal Communication Skills (around two years to develop)
- CALP– Cognitive Academic Language Proficiency (may take five to seven years to develop)
## De-contextualised talk

<table>
<thead>
<tr>
<th>Context dependent</th>
<th>Decontextualised</th>
</tr>
</thead>
<tbody>
<tr>
<td>He dunnit – he’s over there.</td>
<td>The boy with the ginger hair took my phone. He’s standing with his back to us, by the water fountain.</td>
</tr>
</tbody>
</table>
Good practice

- A place to talk
- A reason to talk
- Support for talk
WILLIS' WIZARDING EMPORIUM
A reason to talk
Support for talk – vocabulary acquisition
What it sounds like

Begins with:
Sound:
Letter:

Number of syllables:

Rhymes with:

Ends with:
Sound:
Letter:
Words that go with it

Put it in a sentence
WORD LINKS

Category

buildings

Function

stops flooding

Context

beach

Description

Concrete wood

Similarities

barrier

Syllables

1

Last letter sound

n

First letter sound

g

Syllables (Orange) – How many claps does it have?
Function (Black) – What does it do?
Context (Blue) – Where would you find it?
Similarities (Brown) – What else is it like?
Three key factors

Language, literacy and numeracy

Parental involvement

Self efficacy
Early literacy and numeracy difficulties strongly predict later poor employment prospects, depression, obesity – even when other factors that could explain the link are held constant.

There are particularly strong links with crime – for example, 25% of young offenders have reading and maths skills below those of an average 7 year old.
Every Child a Reader and Every Child Counts

<table>
<thead>
<tr>
<th>Numbers Count</th>
<th>Reading Recovery</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,000 seven year olds</td>
<td>15,000 six year olds</td>
</tr>
<tr>
<td>16 month gain in 4 months</td>
<td>21 month gain in 4–5 months</td>
</tr>
<tr>
<td>73% achieved L2+ at end of KS1</td>
<td>84% catch up completely with peers</td>
</tr>
<tr>
<td>Gains maintained over time</td>
<td>78% L4+ in Reading at end KS2, 69% in Writing. FSM attainment gap 4% in Reading and zero in Writing</td>
</tr>
</tbody>
</table>
Numbers Count: follow-up progress

End of Year Teacher Assessments

- **National Curriculum Point Score**
- **School Year**

- **NC children**
- **National average**
- **National lowest 6%**
Three key factors

Language, literacy and numeracy

Parental involvement

Self efficacy
After controlling for socio-economic background, parents whose parents regularly read to them in the first year of primary school score on average 14 points higher in reading tests at age 15.

Other predictors were whether parents talked about things they had done during the day and told stories to their children.
Even at 15 students whose parents discussed political/social issues/books/films/TV with them and had family meal round table had higher reading attainment
Dad’s reading challenge:

‘It can’t be true, can it?’

I really enjoyed coming home from work, knowing that my son had brought a story sack home from preschool for our bedtime story.

Your child has been chosen to take home a story sack tonight.

Please could you tell your child a bedtime story and take a photograph of the special moment as you cuddle up together, sharing the book and props.

If you do not have a digital camera, you may borrow the Barbara Rose camera tonight.

Did you know that 80% of fathers these days say they do not have time for bedtime stories!

– It can’t be true, can it?

Best wishes from Esther and the Barbara Rose Team
Achievement for All—Structured conversations with parents

The proportion of Achievement for All schools reporting that excellent relationships with parents increased from 12% to 48% in two years.

Pupils with SEN made significantly greater progress than pupils with SEND nationally and in majority of analyses better progress than all pupils nationally.

Most recent data shows average 4.2 APS gains per year in 756 schools, national median for pupils with SEN 3 APS gains.
Three key factors

- Language, literacy and numeracy
- Parental involvement
- Self efficacy
Think about your last promotion or success

- I got the job/succeeded because ....
The dog ate my homework
‘I’m in the bottom table group and we can’t do anything by ourselves so we always have to have an adult working with us.’
Well done for having a go at writing that word by yourself – you listened very carefully to the sounds

Show me all the times you were stuck and you sorted it out all by yourself

Oh I see you’re a bit stuck – can you remember what worked for you last time that happened?

Show me where on this page you noticed it didn’t make sense and went back and fixed it
Three key factors

Language, literacy and numeracy

Parental involvement

Self efficacy
Improving Attainment for All: Effective Use of the Pupil Premium

Tuesday 22nd October 2013
Question Time
Improving Attainment for All: Effective Use of the Pupil Premium

Lynne Gavin
Headteacher, Pakeman Primary School
Improving Attainment for All: Effective Use of the Pupil Premium

Jeremy Reynolds
Scholars Programme Programme Director,
Villiers Park Educational Trust
inspiring excellence, fulfilling potential
Pupil Premium Policy & Practice Briefing
22 October 2013

Jeremy Reynolds, Scholars Programme Director,
Villiers Park Educational Trust
jr@villierspark.org.uk
A national charity that helps able young people reach their full academic potential and develop a passion for learning. We are committed to fair access – our Scholars Programme sets out to enable students from less advantaged backgrounds gain a place at a leading university or other centre of excellence.
Helping young people with high potential to succeed regardless of their background

- Advocacy for fair access to university
- Helps all UK students and improves social mobility
- Advisory Service has improved lessons for more than 10,000 students
- Inspiring Excellence Programme
- 300 Scholars
- 70 Residential courses
- 100 Students
A programme to support able 14-19 students from less advantaged backgrounds through partnership work with schools, colleges, universities, other third sector organisations, families and the students themselves
Students from throughout Britain take part in our activities but we have just two Scholars Programmes.

Villiers Park Conference Centre in Foxton, Cambridge

Scholars Programme in Swindon

Scholars Programme in Hastings and Bexhill
The Scholars Programme addresses all factors that might impede a student’s success.
The most able students: Are they doing as well as they should in our non-selective secondary schools? (Ofsted, June 2013).

“...in around 40% of the schools visited in the survey, the most able students were not making the progress of which they were capable.”
“65% of pupils who achieved a Level 5 or above in both English and mathematics at the end of Year 6 failed to attain A* or A grades in both these subjects at GCSE in 2012 in non-selective schools.”

“Teaching is insufficiently focused on the most able at Key Stage 3. In over two fifths of the schools visited for the survey, students did not make the progress that they should, or that they were capable of, between the ages of 11 and 14.”
“Inequalities between different groups of the most able students are not being tackled satisfactorily. The attainment of the most able students who are eligible for free school meals, especially the most able boys, lags behind that of other groups. Few of the schools visited used the Pupil Premium funding to support the most able students from the poorest backgrounds.”
Real outreach
- *Stepping Stones to Excellence* key skills residential courses at Villiers Park
- Masterclasses at local universities
- Local single day workshops to broaden interests eg journalism, philosophy
- Subject specific residential courses at Villiers Park in Year 12/13

Virtual outreach
- Dedicated Scholars Programme Online Hub with IAG
- 200 online extension activities covering 20 subjects
- E-mentoring with current undergraduates (subject and interest match)
Classroom Provision
• Villiers Park Advisory Service team work in their schools and colleges to develop the quality of everyday provision through action research, CPD and provision of resources

Outside support
• Regular one-to-one and group meetings with a Learning Mentor who also meets termly with a school liaison
• Developing and monitoring of a Stepping Stones to Excellence Action Plan

Outside environment
• Workshops, helpline, consultancy, regular communication for families
Welcome to Scholars University
Stepping Stones to Excellence
Thursday 6 to Friday 7 June 2013

A Bid to Host the Olympic Games in South America
The Scholars Programme

- Significance of a targeted programme, but with knock on effects for the whole school
- The opportunity and impact of a residential experience
- Emphasis on the students taking responsibility for their own learning
- Creative and cross-curricular themes
- Personal Learning and Thinking Skills
- One-to-one mentoring and group sessions
- A flexible, but clear structure eg termly themes
- Resilience and self-confidence building as highly significant
- Thinking more deeply and frequently –eg ‘Questioning to Dialogue’ workshop
- Meta-cognitive and reflection strategies
The Scholars Programme

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<table>
<thead>
<tr>
<th>Event/Activity</th>
<th>Date</th>
<th>‘I’ve got it now’ - Helping to make sense of things</th>
<th>‘Firing me up’</th>
<th>‘Confidence boost’</th>
<th>‘New stuff’</th>
<th>‘Same thing – new approaches’</th>
<th>‘Tough and on track’</th>
<th>‘Ladders and bridges’</th>
<th>‘Lifting my sights’</th>
<th>‘It’s about me’</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Understanding me as a learner</td>
<td>Inspiring passion for an individual subject or learning generally</td>
<td>Boosting my self-confidence</td>
<td>New information/ knowledge eg subject or work based; or to do with universities and Higher Education generally</td>
<td>Different ways of looking at and approaching things</td>
<td>Giving me determination and ‘stickability’ ie resilience</td>
<td>Particular difficulties or barriers overcome</td>
<td>Making me more ambitious</td>
<td>Appreciative of the focus on my needs; one-to-one attention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Understanding my work/ subjects better</td>
<td>Inspired to take my favourite/ best subject as far as I can</td>
<td>Believing in myself</td>
<td></td>
<td>Different ways of thinking</td>
<td></td>
<td>Finding strategies that help</td>
<td>Raising the bar</td>
<td>A particular problem overcome</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Getting through a point of confusion and uncertainty</td>
<td></td>
<td>Tackling and then overcoming a problem</td>
<td></td>
<td>Moving from being negative to more positive</td>
<td></td>
<td>Coming out of ‘dips’ and ‘holes’</td>
<td>Up for greater challenge and harder things</td>
<td>A chance for my own ideas and creativity to shine</td>
</tr>
</tbody>
</table>

**Evidence:**
Year 13 Scholars last year

• 71% of A-Level results were at grades A*-B
• 76% gained a place at university (started in September 2013)

• 76% said The Programme increased their self-confidence
• 75% said The Programme increased communication skills
• 75% said The Programme increased their passion for learning

“The Scholars Programme opens up doors, opportunities and experiences to give us a very real chance to reach for the stars and see that we really can make our ambitions come true, with the right support, advice and guidance.”
Going Forward. Could you....

• Develop your own targeted programme, using/pooling Pupil Premium funding?
• Utilise Villiers Park experience and expertise eg The Scholars Programme, Advisory Service and Online Activities?
• Take advantage of our forthcoming residential courses:
  - Monday 27 & Tuesday 28 January 2014 – Stepping Stones to Excellence Year 10
  - Thursday 30 & Friday 31 January 2014 – Stepping Stones to Excellence Year 10
  - Monday 28 & Tuesday 29 April 2014 – Stepping Stones to Excellence Year 9
  - Thursday 1 & Friday 2 May 2014 – Stepping Stones to Excellence Year 9
• Think about using our Cambridge Centre for an ‘in house’ student course of your own?
Improving Attainment for All: Effective Use of the Pupil Premium

Tuesday 22nd October 2013