



ACHIEVEMENT UNLOCKED IN NORTH YORKSHIRE

Improving Outcomes for
Disadvantaged Learners
2016/17

ANNEX: CASE STUDIES

March 2017

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Number on roll: 204
Proportion of disadvantaged learners: 29%

Enquiry Question

How can we improve the attainment and progress of

Pupil Premium children within school?

Rationale

We at Alverton have a collective mission that everyone deserves an excellent education regardless of background or barrier to learning. We recognise that the priority for disadvantaged children is consistently high quality teaching and that some learners at risk of underachievement may not qualify for Pupil Premium. Prior to our involvement within the Achievement Unlocked project, we worked to ensure that all adults were aware of our Pupil Premium children. We focused upon raising attainment of Pupil Premium children through quality first class teaching and focused interventions. Through self-evaluation we identified that the barriers to learning related to attitudes of children, parents and staff. We decided to focus on the following questions:

- How can we develop a positive attitude within our children towards learning and school life?
- How can we ensure that teachers, support staff and parents are focused upon developing positive attitudes towards learning?

We adopted a whole school approach as we believe that the positive impact upon the attainment and progress of our disadvantaged children would also be replicated throughout the whole school.

Actions

SLT

We recognised that accountability for the Pupil Premium starts with meeting pupil needs. We created an effective long term strategy to tackle educational disadvantage that would result in improved, more robust pupil outcomes.

We built sufficient leadership capacity by ensuring that all senior leaders attended training in Growth Mindset and Metacognition. As a result of this we created an action plan to implement appropriate strategies throughout school.

We adopted the ReflectED approach to learning throughout the school. ReflectED is an approach to learning, that teaches and develops children's metacognition skills (learning how they learn). It supports and improves attainment, especially amongst disadvantaged pupils, and aims to help learners of

all backgrounds develop the tools to make excellent progress in their learning and fulfil their potential.

Staff Development

To maximise the impact of Growth Mindset and Metacognition, a whole school approach was essential. We delivered training to all staff. Our aim was to ensure that all staff had a positive mindset and were working together as a coherent team. We displayed key ideas in every classroom in poster form:

- FAIL poster (First Attempt In Learning)
- Red – I struggled
- Yellow – I needed help to do this
- Green – I can do it
- Blue – I can coach someone else

Weekly ReflectED lessons were used to teach children the skills of reflection and how to record their learning moments and strategies. Teachers used these reflections to understand what pupils were enjoying or struggling with, and identified specific pupil needs. This approach was then integrated throughout all curriculum lessons.

Engaging Parents

We invited parents into school for an afternoon in class with their children and shared the positive mindset approach. Parents contributed by sharing successes at home through

TABLE 1: KS1 (Y2) Attainment Data 2016

At Expected +	Reading	Writing	Maths
Pupil Premium (8)	88%	88%	88%
Cohort (21)	76 %	67%	76%
Difference	+12%	+11%	+12%
At Greater Depth	Reading	Writing	Maths
Pupil Premium (8)	38%	25%	25%
Cohort (21)	29%	10%	10%
Difference	+9%	+15%	+15%

Table 2: KS2 (Y6) Progress Data 2016 (Expected Progress 6 Steps)

Progress	Reading	Writing	Maths
Pupil Premium (9)	8.2 steps	8.9 steps	8.8 steps
Cohort (21)	7.2 steps	8.6 steps	8.2 steps
Difference	+1	+0.3	+0.6

our Wow Certificates which are celebrated in class and displayed outside classrooms.

Monitoring & Evaluation

Whole school monitoring included regular opportunities for discussions with children and staff, learning walks, lesson observations, book scrutiny and monitoring of planning. New recording formats were used for pupil progress meetings, to identify pupils at risk and identify appropriate actions to accelerate progress.

Impact

Although not fully responsible, the introduction of Metacognition has had a positive impact on the attainment and progress of all children. However, data shows that it has contributed towards a greater impact for Pupil Premium children (see Tables 1 and 2). All staff have developed a positive approach and have a good understanding of the different groups of learners and the progress they can make.

The 'Growing up in North Yorkshire' survey shows an increase of 30% to the response that the children believe that "If at first they don't succeed they usually or always keep on trying until they do." This was above the average in North Yorkshire.

Lesson observations, discussions with children and learning walks have shown that metacognition is

becoming a routine part of all teaching and learning activities and opportunities to make links are natural and continuous.

Monitoring shows that children:

- are more independent learners
- are more resilient and can learn from their mistakes
- are able to reflect upon learning more honestly and are beginning to identify next steps
- are beginning to coach each other

Wider Learning

In conclusion we have identified that the best method to enable sustained progress for all pupils is to

develop a positive attitude to learning and school life throughout the whole school community. We felt it was important that we impacted on all pupils in the priorities we identified at the start of the project. Although this case study highlights the improvements made in Priority 3 of our action plan we have also experienced success in other priority areas:

- Talk for Writing approach adopted
- Mission Maths / Mathletics / Third Space Learning used throughout school
- Homework Club / Booster Sessions

- Funding for KS2 Residential and any other school trips
- Promote Quality First Teaching
- Established Pupil Premium Champion and Governor to liaise with all stakeholders
- Develop opportunities at lunchtime
- Review Attendance protocols
- Maximise the Impact of Teaching Assistants

Priorities were linked to the school development plan and were shared with governors and other school staff at regular intervals.

Supporting Evidence

Y2 Metacognition Lesson Evaluation: Learning a new skill – Tying Shoe Laces



"I struggled!"

"I needed help!"

"I can do it!"

"I can coach others!"

At Alverton we learn from our mistakes. This is our First Attempt In Learning.

CASE STUDY COMPILED BY

Richard Linsley, Headteacher
Jean Stewart, Deputy Headteacher
Penny Schofield, Governor

Context

Barlby Bridge is a below average sized primary school taking pupils from 3-11. There are currently 182 children on roll. Children join our nursery with skills and understanding below those normally found in children of their age. Whilst the majority of pupils are of white British heritage, 22% have English as an additional language which is above national percentages. The proportion of pupils known to be eligible for free school meals is 27% which is slightly above the national average. The percentage of pupils with special educational needs is also above national averages. Approximately 80% of children are drawn from outside of our traditional catchment area and we have a wide intake, taking predominantly from the market town of Selby and nearby villages.

Overview

Achievement Unlocked has been the stepping stone of change in relation to the renewed approach and focus the school has adopted to Pupil Premium spending. At the start of the project, we had mixed results in terms of year 6 outcomes and had narrowly missed out on a Pupil Premium award in 2014. The reality was however, that despite two years of data where outcomes looked more favourable, we were facing a bigger picture in terms of current and future performance and the need to challenge and lead change in this area was key.

Project Actions

Developing a whole school philosophy and vision for Pupil Premium was one of the critical pieces of work driven directly from the initial part of the project. Raising the profile of disadvantaged learners within school became an immediate focus for the staff and whilst we saw ourselves as rightly aspirational for all children, it was clear that children eligible for Pupil Premium funding often had other barriers which were impacting upon their attainment and progress in school. In certain cases it seemed disadvantage had become a prerequisite for underperformance and challenging these views was also crucial in raising profile and expectation.

Adopting a Research Based Approach

The project initially raised a number of questions relating to the impact of Pupil Premium spending and it was at this point that the whole school spending strategy was reviewed. This was an area that quickly fed into the key action points. Whilst a large proportion of funding was being spent on reducing class sizes within KS2, this was not an approach supported by an evidence base and over time it had become 'the norm', making it increasingly difficult to pinpoint the impact of this strategy. Similarly, use of interventions and teaching assistant

time accounted for a large proportion of spending, but through placing the spotlight on our approach, it became clear that these were varied in their delivery and evidence of real impact was limited.

Readjusting spending in order to quantify impact through a clear evidence base was part of the first changes led in consultation with staff and key governors. At this stage, the EEF toolkit and other research studies were used to inform future spending. This work was particularly centred around the structure of interventions, their delivery and impact which led to the development of a more rigorous spending analysis, ensuring a cycle of review, adaptation or change rather than a 'carrying on regardless' approach; using old or fail safe approaches which had a negligible impact upon outcomes. Developing the confidence of school staff to be the critical eyes in this regard through being constantly analytical of any approach adopted to closing the gaps, will be an area that we will take forward following the initial adaptations made.

Monitoring and Evaluation

Developing a sound school evidence portfolio for the project was important, as a means of recording the impact of spending and also identifying and better managing other factors that were impacting upon progress and outcomes for this group. A number of strategies were adopted including:

- Use of Pupil Premium passports which documented spending for all children in receipt of funding.
- Systems to record outside influences such as poor attendance or lack of engagement with homework completion were recorded and acted upon by teachers and senior leaders.
- Whole class venn diagrams were developed which identified children facing a range of complex outside influences including disadvantage, mobility and other agency involvement.
- Whole staff training based around next step planning for children; which included analytical discussion around our approach and strategy discussion for future implementation.

Whole School Change

As a result of this work, the focus upon disadvantaged and Pupil Premium has become a key school priority, shared by staff and governors, feeding heavily into the School Development Plan this year. Whilst we are still extremely passionate about ensuring there is no distinction between children in receipt of funding and others, the critical difference is the documentation, analysis and discussions that now take place which inform a range of evidence bases including pupil progress, planning meetings and whole staff

discussions. The school profile for this group is much stronger, and monitoring evidence indicates the raised awareness of our most vulnerable learners, led by senior leaders and filtered down to all levels.

Summary

Changing mindsets of staff and children throughout this project was critical and alongside the other developments, we completed focused work based around creating a whole school culture of growth and challenging preconceived attitudes to learning. Whilst we are just starting to see an impact through our school data, the quantifiable difference so far has been the raised profile of these learners at so many levels. It is undeniable that disadvantage is now a whole school focus; the 50% increase in club uptake for this group is just one piece of evidence that supports this.

In terms of next steps, the sustainability of the project will remain critical and in this regard it is important that senior leaders continue to be the driving force behind continued development and change. Ensuring this is developed through leadership at all levels will be the next whole school priority in terms of implementing a sustainable model for the future.

Background to Involvement

Over a period of time, the school has been involved in a number of strategies and approaches to improve outcomes for disadvantaged pupils, so when we were approached to take part in Achievement Unlocked, there was a concern that this would be more of a distraction than a support mechanism. Outcomes had not improved over time and in 2016 the gap between disadvantaged children and others was significant. It was clear that we had to look at ways of changing this for a group of over 60% of our children. The strength of the Achievement Unlocked approach was that it would fit into existing school improvement priorities and that it would enable us to add momentum to the plans already established. Across all the strategies used, the projects launched and the areas covered, the most fundamental aspect of being a part of Achievement Unlocked is that it has raised the profile of our disadvantaged children and the need for better outcomes. This has, however been achieved in a number of ways.

Strategies to Improvement

The Barrowcliff Opportunities Programme (BOP) involves a number of activities/opportunities that are focussed on engaging and developing all of our children, but in particular, our disadvantaged children. Forest schools is a key part of the programme, enabling children who are struggling to reach their potential inside the classroom to access learning in an alternative environment. It is supporting aspects of behaviour, listening/communication skills, teamwork and relationship building. We've linked our forest schools work to our Y4 residential visit this year so that they complement each other and support the ongoing work both in and outside of the classroom. Our Y4 cohort is largest, most challenging group in school and includes 63% of disadvantaged children. We've accessed additional funding to ensure all children who wanted to go on the residential were able to do so (54/65 children).

The 'Smallest Museum in Scarborough' is another project running under the BOP umbrella and involves a group of our children who are curators for the museum. This has targeted more able disadvantaged children who applied and were interviewed for the post. The developing aspirations and confidence has been evident in these children and they launched the project, hosting the mayor and invited visitors in October. They've visited the Victoria and Albert Museum to work with curators and learn key features of the role and the project has now become self-funding through the shop that the children run themselves.

There has been significant work done to ensure that all staff in school are aware of the disadvantaged children they work with on a regular basis. When over 75% of children in some of

our classes are in our disadvantaged group it's easy to fall into the trap of not separating them out and grouping everyone together. It is a vital change the school has needed however and the evidence of this change is growing. The priority children we are tracking through our progress meetings are clear to all adults and the recording of work/interventions/opportunities that are impacting on our disadvantaged children is now in place. We will need to review this work to ensure the impact is seen, not only in anecdotal evidence but through levels of attainment, achievement and engagement, including attendance.

Mentoring is an area we'd hope to have embedded by the start of the spring term. We've identified a clear need for a number of our disadvantaged children to be supported by a mentor, an outside person to support them in their work, attitudes to learning, relationships and aspirations. The last area forms a clear link to the work we're doing with the Barrowcliff Big Local group, as well as through AU. After struggling to attract mentors in the autumn term, we now have a group of people, recruited through local organisations and businesses that are currently awaiting clearance to begin the programme. We're also intending to make a link with parents of the children involved to support the process. Whilst we're disappointed that this part of the work has been delayed, we're looking forward to the impact that we think it will have on progress, attendance, self-confidence and attitudes within the children selected.

Maximising the Impact of Teaching Assistants is a national project that supports senior leaders in developing and improving the TA support in school. Our work in school has focused on the implementing the 3 key areas: deployment, practice and preparedness. We continue to enhance the practice within the school so that we have more effective liaison between key staff, deployment is fluid in response to the needs of pupils, class teachers understand their role in developing the skills and knowledge of the TA and regular performance management and CPD supports these improvements. Support staff report that systems are clearer and that they feel more involved in whole school priorities.

Next Steps

Our next steps are to ensure the strategies in place are having the desired impact. There is building evidence for this and in a number of areas our data is showing that disadvantaged groups are making better progress than others. This is not yet consistent however and needs to be maintained and extended across the year. We're tracking the different areas of the project, and the different children involved to ensure we can show effectiveness of the provision. We also will continue to work with TAs and MITA as this forms the basis for their performance management targets.

Number on roll: 305

Proportion of disadvantaged learners: 43.3%

Context

Barwic Parade Community Primary School is a larger than average school with 305 pupils on roll. It sits in the heart of the Abbotts Road housing estate on the south side of Selby. The vast majority of pupils are white British but with an ever increasing number of children with English as a second language.

The school serves an estate with a close knit community that contains mostly local authority homes, a small number of which are owner occupied. The school sits in the 80th percentile for deprivation indicator and has 43.3% of children receiving Pupil Premium funding.

The school also has an EMS (Enhanced Mainstream Setting) for Social, Emotional and Mental Health. The EMS supports the 40 surrounding schools through outreach work, building capacity for the school and staff to support vulnerable individuals to remain in their home school. As a result of having the EMS on site the school is well supported in meeting the needs our most vulnerable learners.

There has been a period on instability at the school with a change of head teacher 5 times in the last 6 years. This lack of consistent leadership has led to weak outcomes for pupils and low accountability for staff. The data has continued to drop over a period of time and disadvantaged children achieve well below national outcomes.

The schools Deputy Head took on the responsibility of leading Pupil Premium in September 2015 and the first step was to hold Pupil Premium review. This helped to very clearly highlight the needs of the school and how best to strategically plan to improve outcomes for all.

We looked closely at the research evidence from the EEF to help support decision making on how best to diminish the difference for our pupils. As well as intervention support that focuses on very clear academic achievement, we were keen to look at the impact of whole school interventions that would help support and develop the ethos and would permeate all learning

Actions

We decided to look into Metacognition as this would sit alongside the work that the school was doing on becoming a "Thrive" school and work around "Growth Mind set", which had already been started.

We set up learning development groups across the school, and as part of our CPD began to investigate the benefits of metacognition. 3 HLTA's who deliver PPA were keen to



develop the use of Metacognition within their teaching time and started their own personal research of metacognition.

We wrote an action plan to support the development of Metacognition and invested in resources.

We decided that we would run the "ReflectED" program developed by Rosendale Primary, and that the HLTA's would be responsible for the delivery. We made the decision that only the HLTA would deliver the program as we felt that it was important that we "tested" the research to ensure that it would have a positive impact on our school, our children and our outcomes.

We have collaborated with other schools in the area that are looking into developing Metacognition and attend regular meetings to share ideas and resources, and learn about what other schools are doing to embed the principles in their school. This has been a great sounding board for ideas and looking at ways that we could develop further. Having the collaboration meetings has been invaluable in maintaining motivation and drive.

The HLTA's have followed the planning within ReflectED very carefully but are now developing the confidence to explore their own ideas and are starting to make the planning their own.

Monitoring and Evaluation

It is hard to know the true impact of the project when you consider the wide range of other interventions taking place for the children in school.

We have invested a lot of time and money into improving outcomes for our disadvantage and Metacognition is just a part of this work.

We have also:

- Invested in a Pupil Premium leader
- Developed understanding of Quality first teaching
- Started the process of becoming a Thrive school
- Invested in Teaching Assistants training to ensure that they have the necessary skills to support progress of learners.
- Developed Peer tutoring within school.

All these interventions are having an impact and we can see improvements in the progress of our most disadvantaged pupils.

We have found that it is much harder to work with the older children in school as they already have fixed ideas about how they learn and are less likely to use the strategies taught. Our younger pupils however are really embracing the project and are becoming more articulate around strategies they use and different methods to try. They are becoming more reflective and resilient and are striving to achieve where they would once give in.

We are planning to roll out metacognition to class teachers, using the evidence we have collated over the year, in September 2017. We can already see the benefits of developing Metacognition and hope that as our younger children move through school we will start to really reap the benefits.

Children really enjoy the sessions and have begun to use a much more reflective dialogue.

We have also seen evidence of children being more persistent with challenges and developing skills to support their peers through coaching. Class teachers are reporting that they can see the benefit of the explicit teaching of metacognition filtering into other lessons and children are becoming more resilient learners.

"I love the challenges that I face in my learning, I can see when I get better and know now that I can change the way I do something and it could help me succeed"

Number on roll: 416

Proportion disadvantaged: 54.7%

Context

Our school is larger than average. Using national deprivation indicators, our school's catchment is currently the most deprived in North Yorkshire.

Prior to embarking on 'Achievement Unlocked' project, Pupil Premium funding was allocated to a range of teaching assistant (TA) led academic interventions, alongside social and emotional interventions such as breakfast clubs, social and communication groups.

The impact of the majority of interventions was evident; however this wasn't clearly closing historic gaps, especially in attendance, phonics and mathematics. We concluded that an 'intervention culture' had developed, reducing the sense of accountability that each teacher feels for the progress of their pupils. Time and money was therefore re-targeted at improving learning for vulnerable children in every lesson, every day, concentrating on consistent, high-quality teaching instead of additional interventions.

Key identified areas for development

- 1) Phonics
- 2) Mathematics (especially Key Stage 1)
- 3) Attendance

Strategies adopted/targeted funding

Phonics

- Training of all staff for the introduction of Read, Write, Inc. to be taught daily and targeted closely at need/ability i.e. at stage not age.
- Training of TAs to deliver 1:1 Phonics 'keep not catch up' intervention for identified pupils.
- Subject Leader management time extended to:
 - assess children monthly, allowing children to move through adjusted groups regularly and maintain progress.
 - model good practice for teachers/TAs.
 - facilitate Literacy drop-in / workshops / story times for disadvantaged families
- Training for and creation of a 'Phonics TA' to deliver 1:1 phonics tutoring and specialist reading support.
- To continue to provide age appropriate reading material for more able disadvantaged pupils in Year 2.
- Staffing of additional daily individual reading for identified pupils

- "Chatterboxes" Communication and Language activities to promote early language skills in EYFS
- Lunchtime Storytime for disadvantaged pupils to "close gaps in experience" groups specific to Key Stages 1 & 2
- Train identified TAs to deliver "Paired Reading" Intervention

Impact of these actions has led to significant improvements in the proportion of all pupils being successful in the phonics screening tests at the end of years 1 and 2. However, at the end of summer 2016, a significant gap still remained between disadvantaged and non-disadvantaged pupils. Our most recent data showed that the current gaps in Reception, Y1 and Y2 were all significantly smaller by the end of autumn term 2016.

Key Stage 1 Mathematics

- Maths No Problem introduced in Year 1
- Subject Leader time extended to allow for
 - Planning support with year groups
 - Regular staff meetings to share good practice
 - Demonstration lessons provided
 - Training for TAs
 - Attendance at training for subject leaders
 - Training for Y1, Y2 and senior leaders
 - Monitoring to identify best practice and support needs
- Key staff trained at national 3-day training events
- Introduce Maths No Problem in Y2 from March 2016
- Introduce Maths No Problem across school September 2016
- Cover to allow for 3 weekly monitoring meetings with deputy headteacher, focusing on the progress of children receiving Pupil Premium

The impact of the above strategies on our disadvantaged pupils has been less clear and as yet, in most years, some significant gaps remain. That said, we feel that as a school we can recognise clear improvements in our children's ability to reason and explain their learning, as well as their resilience and ability to tackle mathematical problems. Children are very positive about mathematics across the school. We are confident that this approach to the teaching of mathematics will therefore close this gap in the future.

Attendance

- Given the disadvantaged nature of the catchment area, and high levels of social and emotional complexity that some of our families experience, we decided to employ 2 full-time Safety and Welfare Inclusion Officers. Despite the focus on attendance, their work is wide ranging and vital in developing working links with families and helping many

of our children and families to engage with school. This includes:

- Follow up any staff concerns
 - Referrals to partner agencies as required
 - Attend and support CP plans / Cores groups / MARAC / Child in Need)
 - Work alongside partner agencies: (CSC, DAS, CAMHS, School Nurse, Drug and Alcohol Services, Police, Prevention Team, Safer Communities, Young Carers, Housing, Benefits, Bereavement Services) to achieve satisfactory outcomes for families concerned.
 - Direct work with children: Bereavement/Anger management/Self-esteem/Kids Articulate
- Daily follow up of every non-attendance – all parents contacted
 - Home visits if any parents cannot be contacted
 - Children transported to and from school if necessary
 - All parents informed termly regarding levels of attendance
 - Follow up of any persistent absence
 - Analysis of attendance patterns and follow up
 - All late-arrivals followed up

The above actions have had a significant impact on the attendance of all children. In terms of disadvantaged children, there is not now an attendance gap in EYFS and gaps in other key stages have closed.

Gareth Robinson, Deputy Headteacher

Number on roll: 177 (Including Foundation Stage 1)

Proportion of disadvantaged learners: 25% (not evident within the ethos of the school)

Pupil Premium Pupils spread across school: F2 – 7; Y1 – 4; Y2 – 11; Y3 – 4; Y4 – 8; Y5 – 8; Y6 – 3

Enquiry Question

What barriers need to be unlocked to enable our Pupil Premium Pupils to achieve their potential?

Rationale

Prior to the involvement with the Achievement Unlocked project we had always adopted 'Every Person Matters' and 'High Expectations for all!' philosophies in school and these have continued to drive the ethos of the school and the attitude of all learners. We promote a 'Can Do Culture' throughout school with high expectations and achievement, first and foremost. We provide experiences for our pupils that develop empathy for others and high ambition regardless of their starting point.

The outcomes for disadvantaged pupils over time are good. In 2016 our KS1 disadvantaged pupils attained at least the expected standard and attainment of greater depth being above national figures. Our KS2 disadvantaged pupils were not significantly below average overall or for any prior attainment group in any subject. However, we knew that we had to continue to capture and focus on the essentials for success in order to ensure these pupils had the resilience to become effective and confident learners regardless of their socio-economic background and ensure the impact is sustainable.

Our Next Steps for Learning

'Build Your Legacy – This is your time!'

Our teaching and learning journey is just beginning. We are embarking on creating a 'Legacy' culture within school. Our aim is to build an 'Elite' team to build this culture that in turn will drive the behaviours needed within school. Teachers and pupils will identify the goals necessary for this and be accountable for living up to our school vision, aims and values. We would like every child (and Teacher) to leave their own legacy behind as they make the transition from year to year and when they leave our school to be secondary ready – 'To leave our school a better place than when they found it'. We are looking to create a shared responsibility and therefore a shared ownership within school.

Key Actions

We pride ourselves on 'Knowing our children' and this is vital in identifying the barriers to learning and providing

opportunities for pupils. Some barriers are complex and hard to identify and others are less so which is disappointing when we don't recognise them sooner. Therefore, before any actions are put in place, we identify our disadvantaged pupils quickly in our 'Every Child Matters' meetings and discuss their personal qualities, needs and background. This gives us a good understanding of the barriers that may be preventing the pupils from achieving their potential academically or socially. We also identify the pupils' strengths and interests so that we can ensure that we provide the opportunities and experiences that develop the whole child.

We look for 'threads' in the barriers and identify any commonalities. Poor handwriting was highlighted as a barrier for the majority of our disadvantaged pupils and this urged us to look at handwriting across the school. We now have a whole school approach to handwriting using the cursive style from the line.

Partnerships are very important in our school and our 'Pupil Voice' sits at the heart of this and helps to drive school improvement by ensuring pupils influence school policy and practice. We are inclusive in seeking the views of all pupils, including disadvantaged. An important aspect of our partnerships within our school was to raise the profile of our Teaching Assistants (TA). We place huge value on the role of the TA. We have reconsidered how we ensure clear communication between teachers and their support staff following responses that we interrogated from the MITA questionnaire. This showed us that we needed to provide a designated time within the school day for the teacher and their assistant to ensure that the teaching and learning in the classroom meets the needs of all pupils. This planning time also allows dialogue regarding subject content and knowledge to ensure TAs are confident and equipped to fully support the quality first teaching.

We revisited the Professional Standards for Teaching Assistants and after discussion regarding skills and attributes we restructured our TA staffing to ensure that each class had the TA that complimented the skills and attributes of the teacher.

We found that some of our PP pupils were finding aspects of Maths and English challenging and therefore disengaging within the lessons. To enhance the positive culture of learning we further developed metacognitive skills. We promoted transferable skills and ensured teachers were highlighting them in all areas of the curriculum. Therefore pupils were aware of teacher expectations in their lessons across the curriculum. To help with this we reviewed our marking and feedback policy to ensure that we had a consistent, whole school approach. Our pupils were given purposeful next steps for learning. Discrete lessons were delivered to teach the children how to respond to marking and articulate the

appropriate language of learning when reflecting. Learning focussed mini plenaries were shared with staff and used in class during and after lessons and visual prompts for the pupils identifying the attributes of a 'Good Learner'. 'ReflectED' lessons have promoted the professional development of staff and enhanced the culture of learning within our classrooms.

Monitoring and Evaluation

Whole school monitoring and evaluation has taken place in many different forms.

- Lesson Observations – Part lesson observations are undertaken by the SLT and subject leaders
- Lesson study – teachers and HLTAs take part in lesson studies to evaluate the impact of different teaching styles on individuals or groups of children
- Book and planning scrutinies take place regularly
- Focused formal and informal Learning Walks are regularly conducted
- Questionnaires for staff, pupils and parents tell us what is working well and what needs addressing
- We monitor the impact of our 'Every Child Matters' actions
- Half termly 'Pupil Progress' meetings help us to identify pupils who may not be on track to reach ARE and agree actions
- Within our whole school tracking, Year 4 – 6 pupils are tracked against their overall prior attainment helping us to identify whether pupils are on track to reach their potential.

Impact

- The 'Legacy' culture is embedded throughout school and everything that we do hangs off this and our 'Happiness Through Learning'
- 96% of pupils responded that their work is marked so that they can see how to improve it/100% of pupils report that our school encourages everyone to treat each other with respect/96% of pupils report that the school tells them its ok to make mistakes. (Growing Up in North Yorkshire 2016)
- Standards in books have improved as a result of our handwriting focus and 'First Line of Expectation' and marking and feedback focus.
- Staff and parents are aware of pupil potential
- All staff are working towards same goal
- High expectations for all is embedded
- An impact on behaviour for learning and School growth mindset

- Pupils reflect on their learning and are able to identify their own next steps
- Attendance of PP pupils 70% over 90% /75% – 95+ and 30% – 100%
- 'Attainment flows with the tide of achievement'

Wider Learning

- Extensive PE opportunities – helps with gross motor skills with a link to thought processes and personal organisation – squash, judo, archery, golf
- Change for Life – all pupils in school take part in physical activity and have represented the school in a sporting competition
- Funding for trips/residential/clubs
- Opportunities for 'Young Leaders' to lead the learning – Wake up, shake up
- Peer support – Listeners
- Nurture Groups

Compiled by Jane Byrne (Headteacher)
and Tracy Elliott (Deputy Headteacher)
Feb 2017

Context

Camblesforth is a smaller than average primary school situated within a village in Selby District. The catchment is varied and children attend from a variety of socio-economic backgrounds. The vast majority of pupils are of white British background. The number of pupils with SEN is higher than the national average; as is the proportion of pupils eligible of Pupil Premium funding. There is a relatively high degree of mobility, with many pupils having been admitted in KS1 or beyond.

Barriers

Cohorts within the school are varied in relation to the number of pupils and their individual needs. Years 3 and 6, have relatively high proportions of SEN/PP learners.

A legacy of inaccurate KS1 data, coinciding with a period when the school was judged as inadequate by Ofsted, has made 'over time' progress data unreliable for the past two years.

Pupils in upper KS2 have experienced periods of staffing turbulence. As a result, their conceptual understanding is often insecure and much time is needed to recap and revise previous learning before moving on to age related programmes of study.

Many pupils demonstrate an indifference to learning. A significant proportion lack engagement in the learning process and lack the resilience necessary to overcome challenge and persist to complete more complex tasks.

Although interventions have been identified for individual pupils, monitoring reveals that there have been inconsistencies in the implementation of this additional support. Issues such as the need to cover for absent staff, insufficient monitoring of interventions, pressures of intense timetabling and variation of individual time management skills result in too much intervention time being lost.

Identified Priorities

In order to address the identified barriers, the school identified the following priorities for improvement:

- The use of metacognition and dialogic talk to improve pupil engagement and foster active involvement in the learning process.
- Implementing a rigorous programme of additional support and interventions to accelerate progress and raise attainment of pupils in upper KS2, especially those in receipt of Pupil Premium funding.
- Implementing personalised learning approaches for pupils vulnerable to underachievement in year six, especially



those with additional needs who are also in receipt of Pupil Premium funding

- Further developing training opportunities, monitoring and support for support staff and linking this closely to their performance management in order to create a transparent system of shared accountability for the progress of identified pupils.

Actions

Dialogic Talk

Through the use of Dialogic Talk techniques, the school aims to increase pupil participation in the learning process. Pupils are encouraged to listen and respond to the responses of others, rather than directing responses habitually to the teacher. Through the use of scaffolding and higher order questioning, we aim to both probe and deepen conceptual understanding.

Raising expectations of the quality of pupil talk is a central focus. Pupils are encouraged to express their ideas clearly, audibly and with an awareness of audience. This has been incorporated into weekly Celebration Assemblies with pupils verbally presenting their work and achievements.

All teaching and support staff participated in an introductory training day. Subsequent training has been led by middle managers and focused on high quality questioning. The use of this is becoming evident throughout the school and question stems are included in the learning environment.

Metacognition

Leaders attended initial training sessions, and this has been disseminated in school. Each week a whole school assembly introduces the 'learning muscle of the week' and recaps those covered in previous weeks. This then forms the area of focus for the week.

A weekly metacognition lessons is taught in all classes. Displays classrooms and the hall also promote the project.

The key features and language of the project are modelled by staff and pupils demonstrating attributes – such as resilience, noticing, and absorption – are given positive feedback.

Interventions

Although traditional interventions continue for identified pupils, there is an emphasis on 'same day intervention'. Through this approach, we aim to ensure that all pupils access learning within every lesson. Pupils who do not secure understanding are given additional support later in the day to enable them to 'catch up' with their peers.

A detailed needs analysis of Pupil Premium children has been completed. This has enabled personalised support programmes to be put in place for identified pupils. Advice from the Educational Psychologist has been incorporated into the plans for pupils with more complex needs.

Pupil premium and vulnerable learners, especially those in Year Six, are being given additional tuition at lunchtime and after school. Home study resources have been purchased, and an information session for parents has taken place, to enable adults to support their children effectively.

A nurture group has been set up for pupils, especially those with EHCP plans, who find it difficult to sustain concentration throughout the whole school day. The groups aims to overcome social, emotional and behavioural barriers to learning and give access to quieter learning environment.

Impact and Next Steps

Although the project is still in its infancy, there are some early signs of impact.

The greatest impact to date has been in relation to the Nurture Group. Use of the Boxall profile demonstrates that pupils are making rapid progress in relation to their BSED needs. There has been an increase in the amount of work completed in the afternoons and they demonstrate greater engagement. As a result, all made at least good progress in Autumn 2016. Negative incidents have reduced and there are fewer distractions to learning within classrooms during the afternoons. Pupils in Y6 are now reducing the number of afternoons in the nurture group and spending more time in class.

There is evidence of improved questioning from support staff. Dialogic talk techniques are also becoming more evident. Children are being required to think more deeply about their learning as a result and adults have raised their expectations.

Same day interventions are now part of whole school practice. However, there are still times when these are missed illustrating the need for greater monitoring. Individual interventions for PP/SEN/ target pupils are rigorously

implemented and the assessment data in the Autumn term demonstrated at least good progress for these groups of pupils.

Metacognition is high profile across the school, although some discussions can be 'artificial' as pupils experiment with the new vocabulary. The youngest pupils demonstrate the greatest curiosity and involvement in the learning process. Although there is early evidence of improvement in Upper Key Stage 2, there are still too many children who do not aspire for excellence.

The project will continue to develop over the remainder of the academic year and we look forward to analysing the impact more fully in the Summer term.

Numbers on roll: 229

Proportion of disadvantaged learners: 28%

Context

Colburn Community Primary School is a smaller than average-sized primary school with the vast majority of pupils of white British heritage.

Pupil Premium funding has been used effectively to maintain an increased number of teachers in EYFS in order to promote accelerated progress, particularly in the area of speech and language development. We have also allocated money to maintain additional support staff to provide a broad range of interventions and to improve the quality of support for teaching and learning. Furthermore, we have established and retained the post of Learning Mentor to further promote positive attitudes to learning, offer pastoral support, and encourage good attendance. Pupil Premium funding has also been allocated to continue to support existing breakfast club and attendance initiatives to enhance good attendance and punctuality. We also continue to develop our curriculum by extending the range of first hand experiences and opportunities available to our children, and provide access to a wider range of learning opportunities.

Like many schools nationwide, Colburn has struggled to recruit and retain teachers. Over the last six years the school has had a large number of teaching and leadership vacancies to which it has been unable to recruit high quality staff. We are in a deprived area of North Yorkshire and the aspirations within our community are low. It is therefore essential that pupils access consistently good or outstanding teaching. We believe that part of our role as educators is to raise aspirations, develop resilience and promote independent learning with the expectation that our pupils will leave us having fulfilled their potential.

Actions

1) To improve recruitment, development and the retention of high quality staff

As a leadership team we worked with the governors and adopted a number of strategies to address this action.

- We developed and revised our recruitment policy in discussion with other North Yorkshire schools, the local authority and colleagues nationally.
- Recruitment incentives were developed to attract potential candidates to the school including recruitment allowances support with relocation, guaranteed access to professional development opportunities and a range of other incentive schemes.

- We regularly revisit and revise the wording of adverts and carefully consider where these are placed. We have had adverts in the Times Educational Supplement, the North Yorkshire Recruitment website, The Hive (a military communication hub on the local garrison), local SCITT courses and at teacher training colleges. We have developed a recruitment micro-site, which has been endorsed by current employees of the school to give a flavour of what it is like to work at Colburn.
- When interviews have been completed we have kept a database of potential candidates that have been appointed and contacted them directly when alternative posts have become available.
- We have developed additional staffing capacity so that where possible we are now covering temporary staffing from within our own resources in order to provide continuity for our pupils.
- We explored schemes such as 'Troops to Teachers' and 'First Teach'.
- We have established entry and exit questionnaires for staff to monitor and evaluate the mobility of staff. This has proved useful in developing our next steps with regards to recruitment and retention.
- We promoted NYCC schemes such as 'Everybody Benefits'.

As a result of trialling all of the above we successfully recruited teaching staff for September 2016. We continue to develop our recruitment strategies further in the following ways:

- Promoting posts at job fairs
- Hosting open days for potential candidates to spend time in our setting before applying for a job.
- Maximising social media opportunities such as Facebook, Twitter or LinkedIn.
- Developing employee case studies as a way of promoting what the school can offer potential candidates.
- Further developing links with local teaching alliances and SCITT providers.

Offering continued CPD opportunities as an incentive to retain staff e.g. HLTA and NPQSL funded by the school.

Developing contractual agreements with supply agencies to ensure that the school always benefits from accessing the best available supply teachers.

2) Developing metacognition in the classroom

Developing metacognitive strategies is particularly important in challenging the low aspirations our local community. The school is working with an external consultant to help build a better understanding of how children learn. The programme is being developed through a series of professional development sessions with an additional focus of action research.

Pre-assessments have been carried out which will be followed up with post assessments once the project has concluded in the summer term. We are fully aware that despite time being limited with the support of an external professional, it is an area that the school is committed to continuing to develop in the years to come. We feel that it is not a case of delivering specific metacognition lessons once every few weeks, but the day-to-day beliefs and culture shared by all that will have the greater long-term impact on individual learners.

Conclusion

Whilst to date we have only seen an impact in action one of our project, we are confident that we will achieve our intended outcomes over the coming years. Both areas of our project are forever changing and will be monitored over time. No doubt we will continue to adapt our strategies to follow the needs of our school and its pupils, as we always have our pupils at the heart of any decision-making. Our aim is to provide consistent, quality teaching that grows pupil's mind-sets so that our learners leave us as more confident, positive individuals who are equipped to face the challenges that lie ahead of them.

Charlotte Brown, Assistant Head Teacher

Number on roll: 259

Percentage of disadvantaged pupils: 17%

“Changing culture, lifting the lid and early intervention”

Context

Prior to the Achievement Unlocked project:

- A significant amount of the PPG was used to supplement the teaching assistant budget and to provide a range of isolated interventions delivered by TAs during afternoon lesson time.
- A culture of intervention to close gaps across KS1 and KS2 exclusively delivered by TAs – often but not always the least qualified/experienced members of staff.
- An imbalance of intervention in year 2 and 6, particularly in the lead up to SATs.
- Monitoring had highlighted that children were mainly grouped in lessons by fixed ability seating which had become embedded in many classrooms. This was coupled with an overreliance of many of our disadvantaged children on TAs who were sat on ‘lower ability’ tables with children of a similar level.
- Underachieving disadvantaged pupils in EYFS were not receiving high quality early intervention and the gap between PP and non PP children for GLD for EYFS in 2015 was 28%.

Aims of the Project

- To redirect the PPG into early intervention provided by the most experienced/ qualified members of staff.
- To improve communications between TAs and teachers about intervention and ensure it is linked to learning in the classroom.
- To develop the understanding of staff about the importance of quality first teaching and not isolated intervention to raise standards and close gaps.
- To raise aspirations through flexible ability groupings in classrooms based on marking and questioning.
- To ensure that TAs support all children in classes and underachieving disadvantaged children spend a greater proportion of time with teachers.
- To close gaps for disadvantaged learners in EYFS, year 2 phonics resit and KS1 SATs.

Main Actions and Impact

Groupings

We trialled a seating arrangement system where children sat on mixed ability tables in all lessons. These groups were chosen randomly and changed weekly. This was trialled for one term in all classes.

This strategy worked very well in changing the culture of fixed mind sets and providing access for our disadvantaged children to good role models for vocabulary, organisation, independence and behaviour for learning. Very quickly staff were reporting children who had surprised them in lessons with the level of challenge they could achieve once the lid was lifted. Pupil voice was also very strong after one term:

“Before, I was a circle and that was the lower group. I felt sad when I was a circle. I think my teacher still knows who the circles, triangles, squares and pentagons are now but I don’t and nobody does. When I was a circle I worked with an adult a lot, now I work on my own sometimes and sometimes with my teacher. It is good because when I’m older I won’t get as much help and I need to work on my own. When I was a circle I used to get upset. When my teacher said ‘off you go’ all of the circles looked sad and we didn’t know what to do. Now I can work on my own and I feel happier. I don’t want to be a circle again.”

“I have been able to do things that I wouldn’t have done. On my old table none of us would have volunteered to do drama but the children on my table that week all did it so I had the confidence to do it too and I joined in.”

The system was then refined to make it easier for teachers to pull out groups to work with within mixed year group classes. Children are now grouped in a very flexible way that is based upon what has happened in the previous lesson or even during a lesson and from teachers marking and questioning. We no longer name or label groups. This has helped us to create ‘a culture of every child can.’ Marc Rowland November 2016.

Working With the Most Qualified / Experienced Staff

Some of the PPG was redirected to release teachers in EYFS and KS1 to provide intensive intervention mainly focused on basic skills such as phonics, reading and number. A KS1 teacher rather than a TA delivered intensive phonics intervention for Year 2 children who didn’t pass the Year 1 phonics screening test.

Teachers were expected to have weekly discussions about any intervention groups that TAs were delivering to ensure that they were adapted as needed and reflected the learning that was happening in the classroom. Where possible, TAs worked in classes during the morning and delivered the intervention for the same children they had worked with to ensure the

intervention was in context and could be followed up in the next lesson.

Early evidence has shown that both early intervention, high aspirations of all learners and a focus on high quality professional dialogue about interventions has started to have an impact in EYFS and KS1.

In 2016 our GLD for FSM children in EYFS was in line with national data for non-FSM children at 75% and above national data for FSM children at 52%. Additionally and more importantly, those children have continued to make progress into year 1 and are now all on track to pass the phonics screening test and meet age related expectations across the board in year 1, with one being identified as having the potential to exceed in reading.

Our Year 2 phonics resit saw 100% of our FSM pupils pass compared to the national figure of 86% of FSM children that passed the resit nationally.

Our KS1 SATs results were close to national data for FSM in reading and writing (see Table 1).

Table 1: KS1 (Y2) Attainment Data 2016

Expected or above	School	National	Difference
Reading	75%	78%	-3%
Writing	63%	70%	-7%
Maths	50%	77%	-27%

This project has provided us with a sharp focus to ask questions about our practice, trial new ways of working and has opened up lots of professional discussions about what we want for our disadvantaged pupils. We all feel reinvigorated by it and it has been the driving force behind both tangible and intangible shifts in culture and expectation across the school.

Number on roll: 167

Proportion disadvantaged: 7.5%

Context

The aims and focus for our 'Achievement Unlocked' project mirror our School Development Plan:

- Improving standards of teaching, learning and outcomes in mathematics throughout school.
- Teaching metacognition and 'Growth Mindsets' contributes to improved resilience, behaviour for learning and outcomes, particularly in mathematics.
- Develop role of teaching assistants (TAs) to support more independent learning.

Prior to embarking on this project, Pupil Premium funding was focused on providing teacher and TA-led interventions to boost attainment and progress in literacy and mathematics, plus additional TA and MSA support for pastoral care, and resources to support provision/access to extra-curricular activities.

Although there was some good evidence of impact around the particular focus of each intervention, we needed to embed quality first teaching and improve progress and outcomes in mathematics overall for all groups of children in school.

We decided that we needed a whole school approach to ensure the highest quality of teaching and learning in every lesson provided by all staff, and towards children's resilience and response towards challenge, particularly in mathematics. We did this through:

- Implementing 'Maths No Problem' throughout school and close monitoring of its effectiveness.
- Assistant Headteacher taking responsibility for mathematics.
- Investing in professional development for teachers and TAs – lead teacher support from Selby CP School; ongoing support for staff through coaching, observing colleagues, attending and disseminating training.
- Implementing ReflectEd throughout school and Y6 taking part in 'Growing Learners' project.
- Involvement in 'Maximising Impact of Teaching Assistants' project.
- Prioritising parents' and pupils' views about developments.

We adopted an action research approach to ensure that we could be effective in evaluating impact and that these actions represented the best value for money. We set ourselves challenging targets for achievement for the end of the academic year which we felt would be attainable and would

successfully show the impact of the project. We wanted to make sure that actions had quantitative outcomes, as well as qualitative ones, and that this would be a key way to show impact and evaluate our work to all stakeholders.

Project Actions

Implementation of 'Maths – No Problem'

- Introduced in Y2 and Y6 September 2016; all other year groups January 2017.
- Y2 and Y6 teachers observed 'Maths No Problem' being taught in lead teaching school (Selby Community Primary).
- All teachers and TAs attended training run by lead 'Maths No Problem' teacher.
- Clear expectations set around lesson structure, differentiation, consistency of marking, assessment and homework. Expectations used as assessment criteria in mathematics lesson observations and work scrutiny.
- Regular cross-phase moderation and pupil progress meetings.
- All staff attended North Star TSA mathematics twilight sessions.
- Review of mathematics and subsequent recommendations from MAT adviser and TSA school-to-school review.
- Internal support and training through coaching, opportunities to observe colleagues and team teach.
- Half-termly monitoring of summative assessment for all year groups.
- Pupil voice feedback – Governor interviews Y5 and Y6; Pupil Council devised and ran pupil interviews Y1-Y6 (see attached).
- Parental engagement – Y6 parents' meeting; whole school introduction to 'Maths No Problem' and 'Stay and Learn' morning; updates in Governors' newsletter.

Teaching Metacognition – The 'Growth Mindsets' Approach

- Two teaching staff attended 'Reflect-Ed' training session.
- Approach and materials disseminated to all teaching staff July 2016.
- School values re-written July 2016 to include 'Challenge' and 'Courage' to reflect focus on metacognition.
- All classes now teach weekly Reflect-Ed lesson and keep a reflection journal.
- Year 6 part of 'Growing Learners' 10 week teaching research project led by Portsmouth University (Autumn term 2016).

- Baseline questionnaire carried out with all KS2 children September 2016 to establish levels of a range of learning behaviours and 'Growth mindset'. Questionnaire to be repeated May 2017.

Increase Independent Learning – Maximise Effectiveness of Teaching Assistants

- Teacher and TA attended three half-day trainings, Jan-April 2016.
- Outcomes of Teacher and TA survey, "Best use of teacher assistants" self-assessment and skills audit used to prioritise next steps.
- Monitoring through learning walks.
- All TAs set a performance management target to encourage independent learning.
- All classes adopted and reinforced a '3Bs before Me' approach to encourage independent learning.
- More experienced TA lead TA meetings to aid knowledge and feedback process.
- Draft Deployment of TAs policy written.

Impact of Project Actions and Other Learning

Children are exhibiting a more positive and resilient attitude towards mathematics; the implementation of a growth mindsets approach is evident through pupil voice work and feedback from parents.

Numbers of children securely at the expected level in mathematics for this stage in the year is securely on track for all groups of children (an average of 77% across Y1-Y6 mid-Spring term assessments). All children receiving Pupil Premium are making at least expected progress.

A very good level of parental engagement: 100% of parents whose children receive Pupil Premium in Y6 attended the SATs information evening; 42 parents attended 'Stay and Learn' morning, including 5 /12 parents of children receiving Pupil Premium – feedback to be collected through parental questionnaire later this week.

Impact of metacognition work on behavior for learning and growth mindset will be measured when questionnaires are re-issued in May 2017. Pupil voice feedback shows an improvement in levels of pupils' independent learning.

Outcomes from TA questionnaires show improvement in type and quality of support provided by TAs and progress in the way they are being directed by teachers (see Table 1).

Jude Williams, Assistant Headteacher

TABLE 1: Improvements in Type and Quality of Support Provided by TAs

Impact:	January 2016	January 2017
Increase in targeted subject support by TAs in class	Literacy 43% Literacy 17%	Mathematics 14% Mathematics 67%
Type of TA support shifting to greater independence	71% with a pair or group 0% monitoring around the classroom	50% with a pair or group 33% monitoring around the classroom
TAs working increasingly across class	SEN 57%. Mixed ability 43% Higher attainers 0%	SEN 17%. Mixed ability 17% Higher attainers 17%

Foston and Terrington are two very small village schools with a mixed demographic and high levels of SEND children. Although Pupil Premium percentages are below national average many children in both schools are identified as vulnerable. Both schools due to small cohorts and SEND implications are often below or close to floor standards.

STATISTICS

	FSM 2016/17	SEND 2016/17	Vulnerable
Foston	8%	46%	40%
Terrington	4%	30%	25%

Having decided to participate in Achievement Unlocked we formed a committee of one Governor, a staff member from each school and the headteacher to lead on this.

Enquiry Questions

- Why were we seeing a mismatch with teacher assessment and test results?
- Why were children in one school failing to meet expected standards in phonics?
- Was our marking and feedback and assessment impacting children's progress?
- How could we ensure all children had access to good quality curriculum enhancements?

Aims

- To engage children in additional learning opportunities that developed experiences, collaboration, resilience and motivation.
- To further develop resilience of our children in line with our Christian Ethos
- To further develop marking, feedback and assessment through action research
- To further develop reading culture in school and increase attainment in phonics

Actions

Engaging Children in Additional Learning Experiences That Develop Collaboration, Resilience and Motivation

After researching European methods of schooling we discovered that a four day week had impact on progress and attainment. We reviewed our timetabling and incorporated "Fantastic Friday" in both schools. A move from the formal curriculum each Friday allowed for a morning of collaborative problem solving across the whole school and a mixed age



English project. One such English project has been a study of a favourite author which has resulted in personal letters to the children from the authors. In the afternoons each member of staff leads a workshop and the children choose from 6 options e.g. lego problem solving, jumba, crime scene investigations, science. At the end of each half term an Experience Day is organised to enable the children to experience something more unusual. Den building and trampolining are two examples of this.

Impact

- Motivated and enthusiastic children who through new experiences have developed leadership skills, resilience
- A wider range of activities for our vulnerable and SEND children
- A choice in learning options
- Attendance in both schools though not an area for concern has risen

To Develop Resilience of All Children Across the Confederation

Our children often struggled with tests and we realised resilience was an issue. As part of Achievement Unlocked we attended metacognition training and were keen to develop ReflectEd which had been developed by Rosendale Primary School. Using some Achievement Unlocked funding we released our PSHE coordinator to incorporate this linked closely with our Christian Values. He is also going to visit Rosendale Primary School during this academic year to see it in action there. The Healthy Schools analysis has also helped us analyse areas to develop across our school.

Impact

- In conjunction with problem solving the children's resilience is now impacting their progress in school and their ability to cope with test situations.
- The confidence of more vulnerable learners and SEND is increasing

To Further Develop Marking Feedback and Assessment

We re-wrote our marking and feedback policy to be less prescriptive and reliant on a specific format and allowed teachers a selection of varied options in order to move children's learning forward. We developed a comprehensive CPD programme for all staff including visits to North Yorkshire and Private Schools.

We re-looked at our assessment and incorporated more test situations and used these to analyse areas to develop.

We ensured mastery questions were used with all children and found that less able and vulnerable learners excelled in this area and developed in confidence as they achieved the mastery milestone at their level.

Impact

- A clear idea of area for development for individuals and groups
- Feedback has become a useful tool that impacts children's progress and this is clearly evidenced in books
- Test results gradually improve for children through half termly practice and focussed teaching of areas for development

To Further Develop Reading and Phonics

At first investigation it appeared that phonics teaching was approached in the same way across both schools. We introduced a coaching model led by the KS1 coordinator in Terrington Primary School. An action plan focussed on consolidation of phonics and regular reading for vulnerable children. Reading for Pleasure became a priority in both schools

Impact

- Although in early stages, all children are reading more at home and in school.
- Reading has become a major cross curricular focus
- Reading assessment shows improvement in progress for vulnerable learners
- Phonics assessments show an increase in expected attainment for all children and particularly Y2 children achieving under the national expectations last year

To Further Develop Accountability of All Staff

As the Achievement Unlocked committee unpicked our monitoring and evaluation procedures we felt that ownership of this was not with the staff and targets were not being acted upon from observation to observation. We implemented individual monitoring files for each staff member and made

them accountable for creating and updating a working document that outlined every target from observations and progress meetings. Impact

- The percentage of good and outstanding and learning has increased from 50% to 100%
- Teaching and learning is constantly improving and staff are aware of and implement their targets
- Focus children outlined in progress meetings have usually been back on track through intervention and quality first teaching.

Achievement Unlocked has allowed our schools to develop further joint working, look outside North Yorkshire for new ideas; further develop the experiences of our children through effective use of Pupil Premium and sports funding. Progress and attainment part way through this year is showing an improved picture.



Number on roll: 395
 Proportion of disadvantaged learners: 56%
 EAL: 26%

A Restorative Practice School

'To improve the quality of teaching and learning through active learning and effective AFL strategies so that teaching is never less than good'

Trial of ReflectED Metacognitive strategies in a Year 5 class.

Context

Prior to embarking on this trial a significant amount of Pupil Premium funding was allocated to a range of intervention groups which took place outside the classroom.

While there was some evidence of impact around the particular focus of each intervention, improved progress overall had not been embedded and our gaps in attendance, behaviour and therefore pupil progress, had not narrowed.

In response to this, we redirected time and money away from additional intervention and looked at how we could offer staff CPD to support quality first teaching in every classroom.

Where the school historically has had the most success in pupil attainment, progress and behaviour is in Early Years where practice is underpinned by the 'Characteristics of effective learning':

- Playing and Exploring – Finding out and exploring, playing with what they know and being willing to have a go.
- Active Learning – Being involved and concentrating, keep trying and enjoying achieving what they set out to do.
- Creating and Thinking Critically – Having their own ideas, making links and choosing ways to do things.

We needed to ensure that pupils in Key Stage 2 were given the same opportunities to learn effectively.

One of the ways we did this was to use Pupil Premium funding to support staff CPD and with the money from 'Achievement Unlocked' Senior Leaders and Teaching and Learning Champion attended ReflectEd training in June 2016.

Having identified through analysis and evaluation that progress is a strength in our Early Years and focusing on the characteristics of effective learning we decided to trial ReflectED metacognitive strategies in the Teaching and Learning Champion's Year 5 class.

Evaluation of past SATs papers had identified a lack of resilience in previous cohorts of children and their ability to attempt new and challenging materials. The ethos in

classrooms had a fear of failure and the children often found it difficult to accept they may make a mistake. This was something we decided needed addressing as a matter of urgency.

To support the ReflectED programme of teaching metacognitive strategies we also signed up for Skip2Bfit and Box2Bfit which focus on a physical method of changing one's mindset. Through the combination of these initiatives we anticipated that the mindset of our children would alter and that they would become more skillful, resilient and proactive independent learners.

The Year 5 class piloting metacognition were to be closely monitored on a weekly basis alongside the other Year 5 class. Both class teachers planned and delivered the same lessons with the one exception of a discrete ReflectED lesson being taught weekly. Monitoring would consist of a variety of approaches including data analysis, pupil voice, recorded dialogue and photographic resources; enabling senior leaders to monitor the effectiveness of the implementation of metacognition and its impact upon learning and behaviour.

Global Aim

We have high aspirations for all of our pupils, irrespective of disadvantage or any other barrier to achievement. Our overall aim is to create 'expert learners' with the transferable skills and resilience that children need to become effective lifelong learners.

Project Actions

The metacognition Year 5 team have experienced a variety of successes including: a calm and focused learning environment, a high quality of talk for learning which is task driven, more peer teaching and discussion within lessons and children have developed the ability to see initial failures when learning new concepts as the positive beginning of success. Children have begun to become independent, reflective learners who are now doing additional work at home and are keen to share their successes with the rest of their team as a result of recognizing their weaker areas of learning and being proactive about filling gaps in their learning at home as well as in the classroom.

"I used to be scared of getting things wrong, but now I know that it's really good and helps me learn."

"I couldn't do it yesterday so I tried again at home and now I can. I'm going to teach my Mum."

"I remember that I learn better if I watch someone else do it first."

"It's okay to fail, but it's not okay not to try."

As a result of the successes enjoyed within Year 5 the Teaching and Learning Champion has worked alongside the senior

leaders to timetable lesson observations. This has provided other members of staff with the opportunity to observe a discrete ReflectED lesson(s) and a Maths or Writing lesson, enabling staff to see how metacognitive practices are embedded throughout other areas of learning. The Teaching and Learning Champion has also team taught alongside members of staff, modelling some metacognitive methods to support their delivery of lessons. In addition to this, the Teaching and Learning Champion will support other staff to implement the ReflectED lessons into other year groups from April 2017. However Year 2 classes and one Year 3 class will start teaching discrete metacognition ReflectED lessons from February as some teachers have observed the impact on pupil engagement, progress and behaviour in the Year 5 class and are keen to start as soon as possible.

Impact

Pupil Voice

In September 2016 pupils in the class that trialled metacognition were asked 'Do you ever think about how you learn and what helps you learn best?'

They were then asked the same question again in January 2017.

Results are shown in Figures 1 to 4.

Pupils are developing into independent learners who understand their learning needs and are able to transfer these skills and use them across the curriculum.

Data

The data compares the two year 5 classes taught the same lessons over the same period of time. Team 4 have been taught using metacognitive techniques since September 2016 and Team 3 have been taught traditionally. The pupils of both classes are broadly in line until September but the December 2016 data shows that over 3 months attainment has increased significantly in the class using metacognitive strategies.

Next Steps

Staff CPD on Metacognition has been organised for both the Spring and Summer terms to support staff in the implementation of ReflectED. This will be led by senior leaders and the Teaching and Learning Champion and rolled out across the whole school in September 2017.

Kate Woodward-Hay, Assistant Head Teacher
Helen Stevens, Teaching and Learning Champion

FIGURE 1: Do You Ever Think About How you Learn? What Helps You to Learn Best?

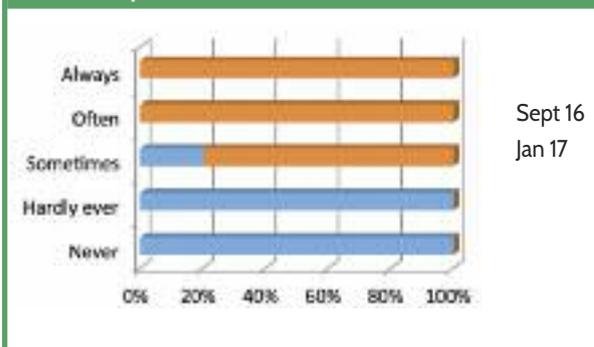


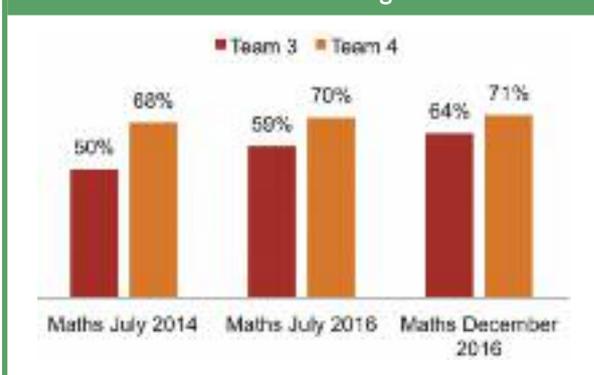
FIGURE 2: % of Children Attaining ARE or Above



FIGURE 3: % of Children Attaining ARE or Above



FIGURE 4: % of Children Attaining ARE or Above



Number on roll: 814

Proportion of disadvantaged learners: 30.4%

"Focusing Pupil Premium on Enhancing Experience and Enjoyment of Maths in order to rapidly increase progress and outcomes for disadvantaged pupils."

Context

Gladstone Road Primary School is a very large primary school in the coastal town of Scarborough, North Yorkshire. It was amalgamated in September 2014 following the merger of the previous separate Infant and Junior Schools. Pupils come from a wide range of social-economic backgrounds. Just under a third of the pupils are officially deemed as disadvantaged. However, there are many other pupils who do not come under this category but also face challenges such as low income and low aspirational issues.

Historically, pupils at the school do not attain the National Averages at the end of Key Stage 2 although there is some recognition of good progress when compared to prior attainment. However, achievement for disadvantaged pupils is well below national expectations which is compounded further when looking at outcomes for mathematical development. This is not consistent to attainment at the end of EYFS where pupils on the whole reached GLD more or less in line with National Averages. Something was clearly not working for our groups of pupils across Years 1 – 6.

We identified that there were issues related to phonics outcomes, but that even more pressing was the challenge of pupils being able to reason and question mathematical thinking. Teachers were working hard to teach the pupils but we were not seeing good progress consistently across the school. In some cases there was a feeling of 'carrying on with the same methods regardless' and this needed addressing urgently. The outcomes for 2016 revealed even more the risk that gaps would widen if not addressed as a priority

Action Taken

Several strategic and organisations decisions were made using principles emerging from the Achievement Unlocked Project having seen successful case studies shared from colleagues experiencing challenges from other settings. In the 2016-17 academic year, the following Leadership Areas were established to ensure a clear focus of attention was established.

- The deployment of an existing Assistant Head Teacher to lead and develop mathematical reasoning and questioning skills, beginning within Key Stage 1, using avenues and advisory support to clearly identify the best course of action.

- The deployment of another existing Assistant Head Teacher to oversee the progress and support for the most disadvantaged pupils across the school and curriculum.
- A deeper rigour of analysis of progress data both in-year and at the end of the year to challenge how well pupils across all groups, but particularly the disadvantaged and most able disadvantaged groups of pupils, to evaluate how effective any intervention programmes and additional support was having on outcomes.
- A clear vision set in September 2016 challenging any view that social background would predetermine outcomes for disadvantaged pupils, indicating that with the right type of support, all pupils can make effective progress.
- A challenging target that 70% of pupils will be at ARE or reach National Attainment outcomes by 2017. This is a very challenging target as it is asking teachers to ensure that pupils make double the attainment of the 2016 cohort within one year.

Outcomes So Far

The following actions were implemented along with several other initiatives which would benefit disadvantaged pupils, but these were directly addressed as a result of the Achievement Unlocked Project.

- Maths in Key Stage 1 is now taught using the Singapore 'Maths No Problem' initiative. This is having a profound effect on the confidence of all pupils, but particularly disadvantaged pupils as this is a group we have particularly targeted with adult support and extension activities. The latest progress tracking for the year is showing a rapidly closing gap between disadvantaged and non-disadvantaged pupils.
- The use of mathematical language is embedded within English phonics and spelling work so that pupils can access appropriate language at the point of need. This is supporting pupils being able to work more effectively independently as they would have done in EYFS.
- Encouraging pupils to experiment and discuss their reasons more, which enables acceptance of errors in order to build resilience to 'try again' if the problem is not solved straight away.
- Parent – Pupil maths workshops to show parents how we explore maths and how pupils are learning to solve problems. This is giving parents confidence to support their children at home.
- Actions are also being taken in Key Stage 2, particularly at the top end to develop reasoning skills and discussions, again to build resilience when problem solving so that pupils can feel confident about investigations of

mathematical thinking. Again, appropriate language is being used to develop vocabulary that matches the demands of the new curriculum. Again, as a result, evidence is showing the pupils are making faster progress than before and are more on track to narrow the gaps further by the end of 2017.

- Outcomes in 2016 showed that the More-Able Disadvantaged Pupils achieved the standard at Greater Depth, and that the percentage was above 'Others' nationally.

Next Steps

- Alongside this, we are developing reading skills across the whole school to ensure that every year group has sufficiently stimulating resources to make reading enjoyable. We have targeted particular families, including disadvantaged pupils, to offer workshops in how we support their children's reading, particularly at Key Stage 1, and we have been relentless in driving forward improvements in phonic outcomes in Year 1 to ensure we are much closer to national averages in 2017.
- The success of the Maths initiative has been evident in this year alone in Key Stage 1, we aim to extend this methodology across Key Stage 2, using local secondary school partners who already have the Singapore Maths system established in Key Stages 3 and 4, to support accelerated implementation in Upper Key Stage 2 in the coming year.
- The dedicated AHT for children who are disadvantaged ensures that Leaders and Governors are aware of how effectively the PPG is being used to ensure that eligible pupils make the best progress possible with the resources we have in a sustainable and transparent way ensuring that we offer high quality value for money in meeting their needs.

Keith Wright – February 2017

Number on roll: 377

Proportion disadvantaged: 12%

Context

Prior to embarking on 'Achievement Unlocked' project, Pupil Premium funding was allocated against three broad key priorities to:

- Ensure disadvantaged children make rapid and sustained progress
- Develop and promote the welfare and personal development of disadvantaged children through active participation across all aspects of school life
- Ensure EYFS disadvantaged children make rapid and sustained progress

Funding had been used in a very conventional way for disadvantaged children. A large percentage was used to provide two ATAs each afternoon to deliver interventions in KS1/KS2; a Learning Mentor post and additional afternoon support across Year 1 and 2. Additionally, we used funds to ensure all disadvantaged children accessed all curriculum enrichment activities in and out of school. Our Foundation Stage Unit funding was used to enhance provision and learning experiences for disadvantaged pupils. The outcomes for disadvantaged children were monitored through school's performance management process.

We found that outcomes for disadvantaged children in each year group continued to be very erratic, with only some children making good progress in line with their peers. However, the majority of disadvantaged children were



making slow progress. In terms of attainment, the majority of disadvantaged children were underachieving compared to their non-disadvantaged peers.

Actions and Impact

CPD through 'Achievement Unlocked' project has resulted in a shift of direction in our approach to disadvantaged pupils for 2016-17. We still fund two ATAs across KS1/2 to deliver afternoon interventions. However, through rigorous monitoring we have reduced the number of interventions and only deliver those with evidence of accelerating progress and raising attainment. We also use these ATAs to deliver same day mathematics interventions linked to our recently introduced 'Maths No Problem' approach in school.

We have identified a key group of very vulnerable disadvantaged pupils in Year 4 whose behaviour issues are

FIGURE 1: 'Maths No Problem' Pupil Voice



having a detrimental impact on their learning. Therefore, we have continued to fund the Learning Mentor role which is vital in supporting these vulnerable pupils' personal, social and emotional development in order to accelerate progress academically.

The big shift in our approach was to use funding for staff CPD in key areas of the curriculum which school leadership has identified as a priority. We have emphasised improving quality first teaching to impact on disadvantaged children, as well as their peers.

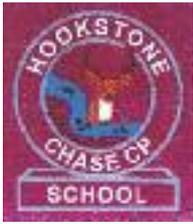
We have invested in Talk for Writing training for EYFS/KS1 teachers to improve writing. In EYFS writing was identified as a key area preventing disadvantaged pupils from achieving GLD, and 'exceeding'. Three teachers attended external CPD and brought practice back into school by leading CPD for all teachers. Initial monitoring through book scrutiny, lesson observations, tracking and pupil voice has shown a marked improvement in both EYFS and Year 1. In Reception at the start of the academic year in 2016, 60.7% of children were on track to achieve GLD in writing. By the end of the autumn term 67.9% of children were on track. Initial Spring monitoring shows that this percentage will increase again with approximately 4 or 5 children moving to being on track to achieve 'exceeding' in writing. This impact can also be seen through outcomes for disadvantaged children. None of these pupils were on track to achieve GLD in writing but by the end of the autumn term 33% are now on track. In KS1, book scrutiny shows progress in writing from the start of the year with 50% of Year 2 disadvantaged children currently at ARE. The attainment data for Year 1 is yet to reflect the progress in books but spring data should show an improvement.

Alongside Talk for Writing, we have used funding to improve outcomes in mathematics across school. We took the decision to adopt 'Maths No Problem'. Last academic year, we purchased and trialled this approach in Year 1 whilst Years 4, 5 and 6 used elements throughout the year. Alongside 'Maths No Problem' we used White Rose Maths Hub medium term plans and worked with a Mastery Specialist teacher at a local school. Staff had CPD and were released to attend White Rose Hub meetings. We also developed 'Big Sheet Maths' approach to problem-solving across school. Monitoring showed that in Year 1 85% of children had achieved age-related expectations in mathematics and this was the same for disadvantaged pupils. End of Key Stage 2 results showed disadvantaged pupils had narrowed the gap in mathematics with 71% achieving a scaled score of 100+ compared to 73% of non-disadvantaged children (previously in 2015, 64% of FSM achieved level 4+ mathematics compared to 71% non-FSM).

Our School Development Plan 2016 – 17 is building on this success in mathematics and we introduced 'Maths No Problem' across the school from September 2016. We still link

with the local Mastery Specialist and now have our own Mastery Specialist teacher in school. As subject leader, he continues to lead CPD and share good practice. This keeps us at the forefront of mastery teaching. Initial data from autumn, suggests that in KS1 disadvantaged pupils are attaining better than non-disadvantaged. Data for KS2 is not as positive. However, it is early days for this approach in KS2 and we will continue to promote, as we can see how successful this has been in KS1.

Linda Hanson, Deputy Headteacher



Hookstone Chase Primary School has 265 pupils on roll. It serves a mixed catchment and children have a wide range of starting points transitioning from a variety of pre-school settings. We provide both outreach and "in reach" support for children with communication and interaction

difficulties across the area. The number of children with SEN is above the national average. There are 21% children in receipt of Pupil Premium funding.

Rationale

Strategies were in place to support disadvantaged children including the use of sport to improve literacy, numeracy and social skills, the introduction of a Parent Support Adviser as well as lunchtime and homework clubs.

We felt that whilst aspects of the children's social and emotional development were good and strategies had been successful, our approaches were not effectively targeted at improving academic outcomes for PP children. We noted that both the attendance and achievement of disadvantaged children were inconsistent across the year groups. Behaviour was good across the school but there were aspects of the children's learning behaviour that required focus. We enjoy positive relationships with parents who feel well supported at school (source: parent questionnaire) but we wanted to empower parents to help the children in their learning and raise aspirations.

Key Actions

1. Review the role of the Parent Support Adviser (PSA)

The PSA role was introduced to support vulnerable parents. Evolving over time, it has responded to need and supported parents and pupils on a range of issues. The role has enjoyed significant success and is highly regarded amongst the parent body, yet its remit had become blurred and was not focused enough on vulnerable children.

After review, the role is tightly timetabled to prioritise PP children. The focus is on both the learning and emotional development of the children. PP children are seen on a regular basis to discuss their learning, celebrating success and resolving any difficulties.

2. Introduction of the 'Champion Minds' programme and Metacognition Lessons across the school

Hookstone Chase has always prided itself on its family ethos and the positive relationships between children.



However, the Year 6 children felt that these had been compromised and noted that the older children didn't help or interact with the younger ones as previously. Responses such as "No! We're busy!" were heard on the playground to younger children's requests. We think this was a response to increasing academic rigour and challenge. However it was important to re-energise these relationships, to maintain our ethos and incorporate them into the children's academic learning as well as their social and emotional development.

The Champion Minds Programme was launched at an Open Afternoon to fully involve parents. 8 vertical groups (Y1-Y6) across the school meet half termly for a Champion Minds Morning. Activities focus on developing a growth mindset and applying it to learning. Our aim is to equip the children with a tool box of learning techniques. The children understand how their brain works, have learnt new skills including making origami animals, and experience different approaches to learning

e.g reading instructions, watching a film clip, supporting and learning alongside each other. Led by Year 6, they learnt performance poetry and used repetition as a tool for learning. They played games to understand about being successful or unsuccessful learners knowing that in some games, winning is random and there are others, where strategy is used to make winning more likely. This has helped children to become more resilient and persevere when things become difficult. The children have explored the concepts of being better able to register and respond to winning and losing.

Champion Mind Work does not stand alone and is embedded in classroom practice. Weekly metacognition lessons are timetabled and the children are able to explore and reflect in depth how they learn and what the important features of learning are.

3. Introduction of Peer Mentors across the school

Our children are our greatest resource and we wanted to use them to raise aspirations amongst our vulnerable children and promote excellent relationships. Our Year 4, 5 and 6 PP children act as peer mentors and role models to the younger PP children. The children are paired up and every two weeks review each other's work. This is developing both confidence and leadership skills.

Monitoring & Evaluation

A robust monitoring and evaluation programme includes Lesson Observations, both formal and informal, Work Scrutinies, Learning Walks and termly pupil progress meetings. Through this, the impact of the Achievement Unlocked Programme was monitored and evaluated. To ensure that the Achievement Unlocked Programme was embedded across the school, Performance Management Targets were set for all teachers.

Impact

- Attendance of PP children improved by 2% and shows improving trend.
- Parents' confidence to support children's learning increased by 14%.
- Growth Mindset established in school. School environment, displays and feedback reflect this.
- Metacognition is becoming embedded in practice. Children articulate how they approach new learning and staff are using principles to encourage self-evaluation and encourage children to think about how they can be better learners.
- Children's self-assessment and peer assessments show increased focus.
- Peer Support Work has been an effective tool to support positive learning behaviours. The following responses include:

"I like to share my work with the younger children, it makes me want to impress them."

"They tell us how to improve...it makes me want to write like them."

"They give us lots of praise and makes me feel good."

"It's exciting to share our stories with the older children. Their stories are really good. Exciting and quite scary."

"We get to help the children. We help them to feel more confident."

Other Learning

This is not a "quick fix, but a long term strategy leading to raised aspirations and improved outcomes. It is about our children being fully engaged in the learning process and becoming lifelong learners.

Peer Mentor Programme: Year 5 & Year 2 Children

Number on roll: 221

Proportion of Disadvantaged: 9.95%

Starting Points

Through the GUINY questionnaire, it was clear that poor self-esteem, low resilience and well-being issues were impacting negatively on our children's learning. These results were mirrored across the STAR Teaching School Alliance and led us to successfully bid for funding for an initiative to 'Close the Gap' across our Alliance. Consequently, we embarked on a significant piece of work, seeking through CPD to develop our teaching assistants' (TA) expertise in focused interventions delivered with fidelity to the programme to improve children's personal development and their ability to face challenges in their learning and in their own wider lives.

The first year culminated in Summer Term 2016 with a celebration of the positive impact of this work. Together, TAs and children spoke movingly to a packed hall about the positive impact that the interventions had had on children's resilience and their ability to move on with their learning. Now in Year 7, our children still comment on the difference it made to them – as do their parents.

Further Developments

The increased focus on children's mental health and well-being together with issues raised through the STAR project led us to re-evaluate further the ways in which we feedback to our children and how we can further help them to deal with challenge in their lives. How can we help our children to recover from difficult situations? How do we increase their resilience as learners and later on as adults? How can we promote a growth mindset?

At this point, we were coincidentally invited to be part of the 'Achievement Unlocked' project, where we were fortunate to hear a presentation on Growth Mindset. The impact a growth mindset can make, resonated powerfully with us and our current work on examining the characteristics of good learners throughout our school. For two years we have embraced outdoor learning as a means of engaging our reluctant learners but also more holistically as a means of developing resilience, strength and determination in our children. We wanted to focus on developing children who were able to see the value of their effort rather than simply giving value to 'completed work'. As a school, we had reached a point where we wanted to develop our existing good practice on promoting our Christian values of Endurance, Community, Humility, and Service further in order to nurture and create reflective learners, determined workers and knowledgeable children who make wise choices. The Changing Mindsets Project, and our embedded Christian



Values, gave us a perfect platform to continue our drive to improve our children's resilience.

For us the most powerful aspect was the chance this gave to train 5 of our teaching staff across school on Growing Learners Mindset. Our Y6 children are part of the focus group with the Y6 teacher delivering a series of dedicated growth mindset lessons. Through a series of staff meetings, all staff in school are adopting a 'growth mindset' and aiming to have high expectations of all learners. Teachers have amended their already good teaching practice and enhanced their practice by abandoning the comfort praise of the past and recalibrating their verbal feedback to emphasise sustained effort and continued improvement. The children are now frequently heard to volunteer that "you only learn if you make mistakes", "mistakes are good learning" and so on. Our youngest children in the Early Years Foundation Stage point out and recognise in themselves and others the characteristics of good learning: "I'm showing good perseverance" and our Y5 children will chant: "First choice isn't necessarily the best choice". Growth mindset is becoming increasingly evident throughout our school.

Planning

Staff all plot individual children on a Growth and Fixed Mindset template which assists in informing interventions required to support the child and in EYFS, this has become the focus for each child's line of development. In classrooms, we promote growth mindset through class, key stage and whole school worship. We praise and highlight GM behaviours focussing on the process of learning that got them to that point, rather than a "final product" or "performance" that has shown minimal effort. Classroom environments, marking and feedback throughout school support this message. Good work certificates are awarded each week for determination, learning through mistakes, and trying things in many different ways. As a school, we are actively promoting mixed ability grouping in all our lessons and recognising the value of children learning from each

other. Other role models within school, for example sports coaches, model these values and high expectations within their sessions so that these behaviours are not simply applicable in GM sessions but are seen as intrinsically valuable and to be applied across every aspect of the curriculum and beyond into “real life”.

Monitoring and Evaluation

Whilst it is too soon to measure a direct impact on attainment, we are already able to chart the movement of children on our class templates from a Fixed Mindset to a Growth Mindset and these are discussed termly at pupil progress meetings. Subject leaders and class teachers report that since September, they are seeing a rise in attainment and effort as a result of mastery mathematics and mixed ability phonics sessions. Governors are fully briefed and aware of this hugely important aspect to develop resilient learners. They make monitoring of growth mindset behaviours a focus for their visits into school looking at standards and behaviour and receive regular updates at Governors Meetings.

Next steps

We are committed to developing this through further staff training. We are continuously reviewing our policies to reflect the value we place on good learning characteristics and growth mindsets. As teachers, we promote independence in our classrooms and wider life of school. Our next aim will be to support our families in embracing this approach to praising and encouraging children. Their reinforcement of what we do as a school for their children and as they move into secondary education and beyond will make this initiative increasingly powerful.

Celia Curry, Headteacher

Being part of Achievement Unlocked has been a positive experience; we thought we were doing a good job for our disadvantaged children; but were we? This was an opportunity to drill a bit deeper and examine our practice.

I worked with Christian Walton, our Pupil Progress Champion, to produce our Action Plan and we focused on the following:

Knowing your students: Teachers and support staff need the necessary background information to help aid their planning. All students on our SEND register have Learning Passports, this includes what the student wants teachers to know as well as strategies to help learning. We decided to extend the passports to all disadvantaged students.

Providing a Study Club: This would allow us to focus on disadvantaged students who needed some extra help and support (with refreshments provided).

Improving attendance of disadvantaged students: We used a member of the Advanced Teaching Support Team (ATS) and gave her some dedicated time to work with children who had attendance issues.

Raising the profile of disadvantaged students with Middle Leaders: 'Closing the gap' discussions at Line Management meetings with the Senior Leadership Team became an important focus.

Christian and I were pleased with our Action Plan and felt it would help make the difference we needed. However, having attended the partnership event in May 2016 we both realised that if we wanted our disadvantaged students to make better progress we needed to make sure the whole school community were with us. In order to level the playing field we needed even higher aspirations and expectations of our disadvantaged students.

I took this back for discussion with the SLT, thinking that this was going to be the easy part! It was not, it was clear that the team wanted to do the best for all students and did not want to feel that they would be discriminating against any of the students, a commendable stance. Richard Bramley, headteacher, encouraged me to continue the debate at every opportunity, in his words I had 'seen the light' and needed to help the rest of the team to have the same 'Damascus' moment. It took many meetings and lots of robust professional discussions to help everyone see that we needed to be doing more for those children who have less; to positively discriminate.

I presented some key questions:

- Who are our disadvantaged students, is everyone aware?
- What are we doing in the classroom to actively redress their disadvantages?
- What whole school actions are being undertaken?

Quality first teaching, this is the expectation we have of ourselves for every lesson and every student. Our discussions around disadvantaged students helped us to refine our school priorities into the areas as seen in Figure 1.

At the heart of the approach is the understanding that disadvantaged students will need different levels of support to achieve; same bar, different ladders.

Challenge for All

Ensure appropriate support and challenge for all students in lessons and home learning. Set high expectations for all students, pitch our expectations at the very top, and then scaffold downwards.

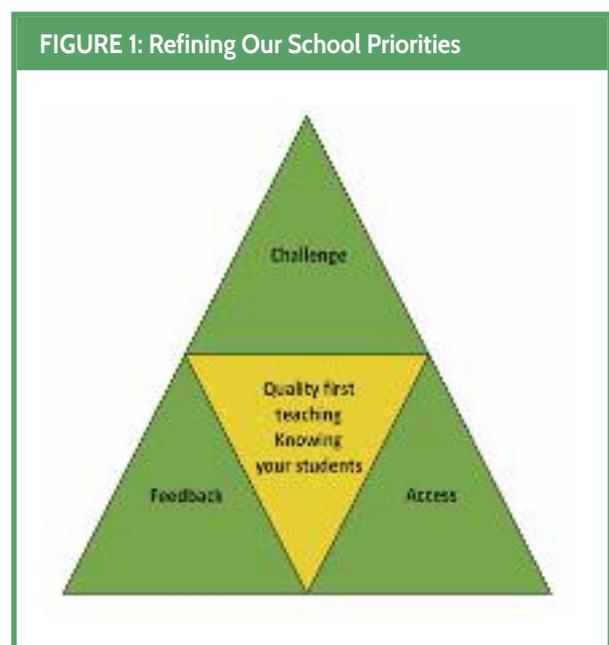
Feedback

Embed personalised feedback and student responses that consolidate and extend learning. Develop the use of meta-cognition that enables students to plan, monitor and evaluate their learning effectively.

Access for All

Identify and remove the barriers to students' learning e.g. literacy skills, self-confidence. Have the same expectations for all students, but understand that everyone will need a different level of support to achieve these expectations: same bar, different ladders.

The mindset was changing and now we needed to ensure that this shift would take place in all staff. Brian Davis, Assistant Headteacher, has developed a Teaching and Learning Toolkit, which focusses on the key priorities and stresses the importance of what we do



differently/additionally for our disadvantaged students; it is not one of those documents that collects dust on a shelf somewhere! It is a working, evolving document linked to a full programme of CPD. In addition, teaching staff appraisal reflects the key priorities.

Staff responded positively at the training day launch in September 2016. We now have a Teaching and Learning Team and one area of focus is meta-cognition in the classroom. Staff have shared ideas and have gone away to try new ideas with a view to inviting other staff into lessons to show the strategies in action and how these will support all students.

A separate research team are reading *Maximising the Impact of Teaching Assistants* and will be supporting the work of Richard Bramley, headteacher, with our work to maximise the impact of support staff in and out the classroom.

What impact is this having on our disadvantaged students, and how are we monitoring and evaluating what we are doing?

Outcomes for Y11 students in 2016 showed an improvement and this is recognised as a strength in our OFSTED data dashboard. What about the rest of school? There is clear evidence through learning walks, book scrutiny, discussions with students and line management meetings, that we are making a difference. As Marc Rowland reported back after his last visit; we have championed 'Access', this includes building higher expectations, greater aspirations, attainment and relationships. Critically, it includes access to excellent teaching. Our action plan is no longer the most important thing; it is a cultural change. We have challenged ourselves to create opportunities for all, regardless of background or barrier to learning. It is an approach we are dedicated to continue and embed.

Lorraine Phippen Deputy Headteacher and SENCO

I would like to acknowledge the work and support of:

Richard Bramley, Headteacher

Christian Walton, Pupil Progress Champion

Brian Davis, Assistant Headteacher

The Senior Leadership Team

The continuing support and hard work of the staff of Lady Lumley's School.

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Enquiry Question

Will raising the profile of Pupil Premium funding and accountability by introducing the role of 'Cultural Capital Coordinator' into school have a positive impact on outcomes for disadvantaged pupils?

Rationale

18% of our pupils are disadvantaged and in receipt of Pupil Premium funding. We recognised as a school that the majority of our disadvantaged pupils were achieving lower levels of academic progress than their peers. Pupil assessments using the British Picture Vocabulary Scale highlighted the requirement for children to increase the range of vocabulary they use and understand. How could this be supported?

In addition to this information, conferencing pupils and questionnaire feedback, from both pupils and parents, illustrated the need to broaden opportunities for some of our pupils who have limited life experiences. Our pupils needed motivating to want to attend school daily and fully engage with the curriculum. We aimed to increase opportunities for purposeful learning in and beyond the classroom in the hope that this would impact positively on academic outcomes and attendance. Our school is passionate about enquiry and delivers the curriculum through a child-led approach to learning. Is this enough? What more do our pupils need to



close the achievement gap between disadvantaged pupils and all pupils nationally?

Actions

We began by looking at the data; analysing every cohort and not focusing purely on published data as different cohorts have very different needs. Once we established where we needed to focus funding and support, leaders met to plan expenditure in more detail.

We aimed to enrich experiences beyond the locality for children with a focus on developing rich vocabulary. We expected this to impact positively on reading comprehension

TABLE 1: Experiences on Offer for Children Over Their Primary School Years

R/1	To go on a train (Example – Pickering Steam Railway, trip to Scarborough to go to the beach, Santa Special)	Experience Art (Example – invite in an artist, trip to York to go to an art exhibition)	Go to the beach (Scarborough, Whitby)
	Experience Theatre (Example – invite in a performing drama group, Punch and Judy)	Visit a non-Christian place of worship (Mosque, synagogue, Buddhist centre)	Visit a castle (Helmsley, Scarborough, Pickering)
2/3	To go on a train (Travel to one of the other experiences on the train)	Experience Art (Example – invite in an artist, trip to a sculpture park)	Visit the countryside (Dalby Forest, Castle Howard or further afield)
	Experience Theatre (Visit a show – ballet, musical, play)	Visit a non-Christian place of worship (Mosque, synagogue, Buddhist centre)	Visit a science museum (Bradford MOMI, Magna, Eureka)
4/5/6	To go on a train (Travel to one of the other experiences on the train, Settle – Carlisle Railway)	Experience Art (Tate Liverpool, Tate London, National Art Gallery)	Climb a mountain (The three peaks, Scafell Pike, Ben Nevis, Snowdon)
	Experience Theatre (Visit a show – ballet, musical, play)	Visit a non-Christian place of worship	Visit a site of historic interest (non-Malton) (Fountains Abbey, Chatsworth House, The War Rooms)
	Visit a university city (Leeds, Bradford, Newcastle, Edinburgh)	Visit a science museum (The National Science Museum)	Cross an international border (Visit Scotland, Wales, Isle of Mann, France)

and written outcomes. We hoped to build on the wonderful experiences some children tell us about when they return to school after holidays and weekends and to provide other pupils with opportunities which could inspire the independent enquiries they complete as part of their home learning.

We committed to giving children as many of the following experiences as possible over their primary school career (see Table 1).

We pledged to offer free transport for all pupils and to make trips free or significantly cheaper for disadvantaged pupils. This includes residential trips beyond North Yorkshire.

Monitoring and Evaluation

The appointment of a Cultural Capital Coordinator immediately heightened everyone's awareness of Pupil Premium funding; teachers, teaching assistants, governors and parents were talking about it and how it could be used to support pupil outcomes. Promotion of this initiative was combined with invites to apply for funding and an emphasis on support, for example, uniform applications, posters advertising how we had spent funding and what children had received. Before this, there had been resentment and complaint; now we received positive feedback and excitement.

All parents said their children enjoyed the experiences they have taken part in to date and gained a lot from participation. They communicated pride in their children's achievements after climbing Roseberry Topping, they believed their children had developed a greater awareness of different environments and cultures and endorsed the 'hands on contact with slimy creatures' which brought mini-beasts to life! Sharing outdoor experiences with their peers has been highly praised along with an appreciation of the variety of experiences on offer. Parents have been actively involved in conversations with their children and one family has been observed questioning and discussing a trip to a science museum with their children and the class teacher, where previously they have been apprehensive to speak at all.

Children are filled with awe and wonder as they participate in these experiences. We have created opportunities for the children to see a diverse range of people from different backgrounds, ages and abilities. They are able to demonstrate excellent behaviour in safe, stimulating and relevant environments. In terms of curriculum, children are enabled to explore many objectives from a range of subject areas at any one time.

Class teachers are highly positive about the appointment of a Cultural Capital Coordinator. It has decreased their workload which has meant they are eager to request that trips are

arranged and children participate in as many experiences as possible. This in turn supports in class enquiries and writing activities.

Impact

It's too early to draw definitive conclusions on the effectiveness of our expenditure; however with the data we have we can conclude the gap is closing for some pupils in reading, writing and maths.

Over the autumn term (2016):

- Disadvantaged pupils have closed the attainment gap in maths in all year groups
- The gap has closed between disadvantaged and non-disadvantaged pupils in reading in years 3, 4 and 6
- Disadvantaged pupils have made more progress than their non-disadvantaged peers in writing in years 1, 4 and 6. Given the majority of these pupils in year 4 are also in the SEND group or vulnerable, this is very good news.

There is still work to be done with regards to ensuring all disadvantaged pupils fully access the broader experiences we offer through our cultural capital project, however, there has been a significant increase in the number of pupils accessing trips. This year, 18 disadvantaged pupils, out of a possible 29 have accessed residential trips to London, Edinburgh and County Durham.

Wider Learning

We have learned a great deal about communication over the course of this project. Communicating sensitively with parents is key and holding face to face or telephone conversations works better than sending out written communication. The barriers to participation have, in some cases, been broken down by using a personalised approach and having a key member of staff with the skills and time to implement this strategy has been pivotal to its success.

Sources of supporting evidence

In school data analysis

In school questionnaire feedback

The Sutton Trust Teaching and Learning Toolkit

Moorside Junior School's intention is to close that gap for children disadvantaged by:

- Improving parental engagement so that all learners are supported with home learning and progress is celebrated.
- Introducing and embedding metacognition so that children understand how they learn and how they can become life-long learners.

Actions

- At Moorside, the school has focused on improving the quality of teaching for all, by employing specialists for creative and sporting areas of the curriculum, which inspires pupils to be the best they can be.
- Metacognition lessons (ReflectED) take place weekly and encourage and enable children to become resilient and determined when they are faced with learning challenges. This is supported for children disadvantaged using 'learning champion mentors'.
- Improving the range of parental engagement including: showcases and performances, supporting children with learning to read and how we teach phonics and parenting courses run by the Prevention Service.



Monitoring & Evaluation

Metacognition:

Staff meetings have enabled teachers to share successes in delivering ReflectED sessions and examples of how to record the children's progress in metacognition (see Table 1).

Collaboration:

The school has met with staff from Saltergate Junior School in Harrogate to share experiences in introducing metacognition and embedding strategies in school. Taking part in collaborative discussions has prompted teachers to include more reflective skills activities in maths and literacy, so that children have time to consider the learning journey that they

TABLE 1: Recording Children's Progress in Metacognition

What is going well?	Challenges
<ul style="list-style-type: none"> ● Children improving in reflections week on week 	<ul style="list-style-type: none"> ● Children understanding how to reflect
<ul style="list-style-type: none"> ● Children are enjoying the lessons 	<ul style="list-style-type: none"> ● Need to use the reflection strategies across other curriculum areas
<ul style="list-style-type: none"> ● Collaborative learning 	<ul style="list-style-type: none"> ● Job share-consistency
<ul style="list-style-type: none"> ● Children have referred to their struggles/successes in lessons. 	<ul style="list-style-type: none"> ● Ways of recording reflections
<ul style="list-style-type: none"> ● Children are beginning to link it to some of their learning in other lessons. 	<ul style="list-style-type: none"> ● Recording reflections in maths
<ul style="list-style-type: none"> ● Children are starting to use some of the language in lessons linked to metacognition 	
<ul style="list-style-type: none"> ● Children are not 'giving up' as easily (more resilient). 	
<ul style="list-style-type: none"> ● Children think it is okay that they 'don't know' how to do something. 	
Points for consideration and development in our school	
<ul style="list-style-type: none"> ● Consider learning log/project-based homework with points system across school so that children are developing their learning to learn skills across the curriculum. 	
<ul style="list-style-type: none"> ● Define modelling styles, talking through what we are modelling and reflecting on the learning skills that we are using, instead of asking for input from children during modelling 	

have been on, and the skills that they have used to achieve a learning outcome.

Pupil conferencing:

Y6:

"Our teacher wasn't very good at driving. She told her parents that she couldn't drive and that she wanted to give up. She failed her test." The child related this experience to being in a learning pit. She said, "We drew a learning pit and when you can't do something and feel like you are really stuck you're in the bottom of the pit, like sometimes when I am in maths, you have to say things to yourself to get yourself out of the pit. It really helps."

Improving parental engagement and celebrating progress:

Disadvantaged children with hard to reach parents have been allocated a learning champion mentor. Learning Champions meet 4 times per term to celebrate progress and further support learning. The 'champion' and their 'mentor' read together, check online homework and learning to ensure that they can access it, discuss any concerns and share work that they have edited and improved that makes them feel proud. Three children took part in pupil conferencing to share their learning champion experiences:

Child A: *"Miss helps me to see what I have done wrong in my work. We have reading time and she helps me to see where I can improve."*

Child B: *"My mentor looks at how our work is going and we do smiley faces. We find and improve questions that have gone wrong so I feel ahead of the game."*

Child C: *"We look at clubs that I can join like Art club and Pop choir. We do first class stuff in the clubs and we support each other in learning."*

In addition, the school has invested in the 'Marvellous Me' APP, based on recommendations from other Achievement Unlocked schools. This will help us to monitor and improve parental engagement.

At Moorside, we employ specialist teachers to build aspiration through high quality modelling and delivery. The children are inspired by their approaches and feel that they can and will achieve. Through working with our specialist art teacher, children choose to draw outside at lunchtimes to practice skills. Productivity in Art lessons is good and the work is completed to a high standard. The children are proud of their achievements and work has been showcased to all stakeholders through a whole school display

The children began their project looking at self-portraits, which they turned into gargoyle drawings. A visit to Ripon

Cathedral in our local community enabled them to explore gothic art and artists, which further inspired their clay work, when creating a gothic tile. The project built on the children's skills term by term-this is reflected through sketch books. The children are able to refer to their work on metacognition when discussing how their work developed.

Wider Learning

The Achievement Unlocked programme has given school leaders time to develop capacity in distributed leadership through the CPD that has been provided. It has given them time to research evidence-based spending on Pupil Premium strategies to have a greater impact on vulnerable children as well as the wider school community. Most of the focus has been classroom-based which has developed sustainability in embedding initiatives across school. A range of staff are accountable for different elements of the action plan, which has raised the profile of Achievement Unlocked in school.

At Moorside we recognise that progress is made through a multi-faceted approach, with quality across the broader curriculum to engage our children in learning.

Clear expectations and equipping staff to meet the needs of our students, is matched with a rigorous holding of staff to account. We are striving to shift away from a culture of intervention with Pupil Premium students to one which is grounded in a more effective wave one provision of the highest quality. The lens, whilst firmly fixed on Pupil Premium, is a whole school improvement strategy. At Northallerton School our disadvantaged student strategy focuses on eight elements of our work. The priority shifts each half term in order to drive forward more rapid progress. Each element of the strategy has its own half termly action plan. Our strategy includes actions on behaviour for learning, challenge and differentiation, enhanced role of the TA, parental links, literacy, assessment and feedback, metacognition, and intervention strategies.

The Monitoring, Evaluation and Action (MEA) calendar is a tool that prioritises one aspect of our strategy and outlines a weekly programme self-evaluating the quality of teaching and learning. In autumn this has been behaviour for learning, in the spring term Challenge and differentiation, followed by assessment and feedback. CPD with all staff, middle and senior leaders establishes clear expectations in line with school policy. A self-evaluation teaching toolkit has been provided to further equip staff and ensure continued focus on identified disadvantaged students in each of their classes. As a result classroom teachers are better held to account and reflect on their provision.

Senior team (SLT) 'links' work closely with Heads of Faculty (HoF) and meet weekly, questioning progress of students following half termly assessments and the data this provides; and discuss the evidence provided from the weekly self-evaluation activities of the MEA calendar. Areas for support are identified and appropriate actions agreed to address aspects of teaching practice. These meetings are minuted and establish the HoF to be accountable for the quality of teaching in their teams. The MEA factors in opportunities to revisit staff in the classroom to evidence progress. All data on the quality of teaching is collated and is available to senior and middle leaders, as well as governors and visitors as required. Joint observations with SLT links ensure a consistency of standards and training for leaders. As a result middle and senior leaders are sharper in their analysis of pupil progress and interventions required.

As well as the SLT link meetings, the progress of students is monitored through half termly completion of feedback forms which staff submit outlining progress and actions required to further secure improvements in outcomes. Weekly meetings also bring together year team managers and faculty leaders to provide up to date information by key stage on targeted pupils with regard to concerns and successes and agree actions. This has evolved into a strategy meeting to monitor

year 11 interventions. A Governor attends this meeting and minutes the visit report.

An intervention countdown provides a series of events to support Year 11 Pupil Premium students. A mentoring system divides identified students plus works to establish closer links between home and school, track progress and provide specific short term relevant targets especially in core subjects. An evidence trail, exists which captures staff and student conversations led by the mentor, and a weekly meeting draws in current data on attendance and progress on agreed actions.

Governors receive reports to the rapid improvement subcommittee which meets regularly to question and monitor progress on improving the quality of teaching.

Training staff and empowering them to work more effectively has been an important aspect of our work regarding disadvantaged pupils. This has been achieved by using research, sharing good practice and working through middle leaders. Our current MEA focus on 'Engagement through challenge, differentiation and support' has been delivered by a slide share of information, subject based examples and links to further research. BLOG's have allowed good practice to be shared and case studies to be developed around a particular student. Middle leaders provided further subject specific training for their own teams having been guided and supported with their own training.

Our current tracking data shows our disadvantaged students making better progress than this time last year, (Progress 8 score -0.75 in 2015, compared with -0.64 in 2016; % achieving A*-C in English and Maths 29.3% rising to 37.8% with the gap closing by 7% points, January 2017). Following our behaviour for learning focus in the Autumn term which saw clear expectations being laid out to all students and staff, relocations out of class dropped by 26% across the school, compared with a drop of 48% by disadvantaged students. You can't make progress with them unless they are in the classroom and committed to wave one good quality teaching in the classroom.

'Next steps' is about embedding the good habits which are being established especially with regard to the monitoring of wave one classroom practice and making incremental improvements in the quality of provision. The priorities will remain the same in the short term and currently fit in with the feedback provided by external monitoring and self-evaluation. Though amongst senior and middle leaders we currently identify the need to broaden joint observations and widen an understanding about the monitoring of progress most especially in books. Amongst all staff we want to be able to use lesson monitoring to greater effect and provide a personalised hub which draws together data on lesson observations, CPD and its impacts and staff reflections, performance management and current data; and develop the use of the Pupil Premium toolkit.

Number on roll: 606

Proportion of disadvantaged learners: 25.3%

Proportion of disadvantaged learners with a learning difficulty: 48%

Proportion of Learners with SEND: 25%

About: To narrow the gap in progress for our Pupil Premium children in reading, writing and maths as soon as possible so that they achieve in line with other children by the time they leave the school.

Context

At Norton Community Primary School we are committed to the development of the whole child. We believe that developing positive citizens who enjoy learning and understand how to feel healthy in mind and body is just as important as academic attainment – and for some children more so. This has been echoed in the recent White Paper, The Importance of Teaching, good schools play a vital role as promoters of health and wellbeing in the local community, understanding well the connections between pupils' health and their educational achievements.

Our ethos is to value every child irrespective of social or cultural background. Diversity within the school is welcomed and celebrated. We have developed a very positive and trusting relationship with our parents and many now view us as their first port of call when they need help.

We are a larger than average-sized primary school (606) with a high proportion of boys (55%), SEND (25%) and Pupil Premium (25%). Attendance in school hovers around the 96% point depending on viruses and bugs that hit. Less than 1% of our pupils go on term-time holidays.

Barriers and How They Were Identified

Following extensive analysis of data and discussions with teachers, support staff and governors it was clear that there was no fixed pattern of achievement for Pupil Premium children by the end of Year 6. What we did notice was that in alternate years our Pupil Premium children performed better than our non-Pupil Premium children. This pattern mirrored our already identified pattern of cohorts being significantly poorer alternate years. This can be seen in Table 1 for value added by the end of Key Stage 2.



From this we have identified that for the years that are less well achieving we needed to:

- Audit which interventions were being given, when and progress made.
- Where possible provide interventions with the highest impact as young as possible.
- Raise the level of resilience these children had when things were difficult.
- Provide a place in school to support additional reading and homework where it was not supported at home.

Actions

1. Our Pupil Premium Coordinator completed a full audit of which interventions staff were trained to deliver and

TABLE 1: Closing the Gaps at Key Stage 2

	2012		2013		2014		2015	
	Cohort School		Cohort School		Cohort School		Cohort School	
Value Added Overall								
Disadvantaged pupils	10	100.4	18	99.5	19	100.6	17	98.6
Other pupils	28	99.9	37	100.1	35	100.0	49	99.6
Mathematics								
Disadvantaged pupils	10	100.3	18	99.5	19	100.6	17	98.2
Other pupils	28	100.3	37	100.5	35	100.3	49	99.6
Reading								
Disadvantaged pupils	-	-	18	98.4	19	100.8	17	100.1
Other pupils	-	-	37	99.4	35	99.7	49	100.4
Writing								
Disadvantaged pupils	-	-	18	100.8	19	100.1	17	97.8
Other pupils	-	-	37	99.8	35	99.7	49	98.9

tracked the average progress made per intervention for both Pupil Premium and non-Pupil Premium children.

2. These were then matched up to the needs of each Pupil Premium child.
3. Children as young as 4 were given appropriate interventions to begin closing their gap.
4. We promoted one of our experienced teachers to champion 'metacognition' within the school. She attended a SAPERE course on 'growth mindsets'.
5. Metacognition was added to the whole school action plan.
6. Staff and Governors were trained in metacognition and agreed classroom practice (posters, language etc.)
7. Weekly lessons were timetabled to deliver metacognition to the children using the 'Reflected' resources. It was also a time when pupils could review their learning or feedback from the week and evaluate their progress and set next steps.
8. Praise postcards were sent home to celebrate improvement of attitude and effort for those children on Pupil Premium.
9. IRIS videos were made to show the change in mindset over a period of time or for staff development.

Impact

The whole school metacognitive approach was only started in September 2016 and therefore it has not been in place long enough for impact to be measured in data. It is expected that all cohorts will be similar in progress between Pupil Premium and non-Pupil Premium children. It is however recognised that the level of SEND within a cohort may impact negatively upon the gap with other children nationally.

A 'growth mindset' can be seen developing in all classrooms as normal practice which benefits all children – but particularly the more disadvantaged with a fixed mindset.

Children have become better at working through difficulties and even coaching others on how not to give up.

Recent book scrutinies for literacy and numeracy have shown there are no differences in quality of work produced or expectation between Pupil Premium children or other.

Summary

The change of the curriculum has been unfortunate for us to measure the impact of this project because all results have gone down nationally for all groups. The higher expectations of the New Curriculum do not favour any child for whom learning is difficult and this is a particular challenge when 48% of our Pupil Premium children are on the SEND register.

Moving Forward

We have recently completed a pupil survey for children in school to find out how they see their learning and barriers to learning. From this we will see the difference in viewpoint and attitudes between Pupil Premium and other children and will then take appropriate action to redress the balance – if needed.

Children will move up through the school more resilient and welcome challenge rather than avoid it.

Number on roll: 186

Disadvantaged learners: 46% (almost double National)

School deprivation indicator: 0.41 (double National)

Stability: 70%

Context

Overdale school has always sought to raise aspirations and improve life chances for all pupils. This has included a wide range of interventions, additional support in class lessons, and reducing class sizes, all of which did bring about improvements. These improvements were not sufficient for us to reach National expectations, so we had to think differently about our next steps and identify how we could raise aspirations.

Attendance at Parent Consultation meetings had grown from 46% to 90% mean average across 2 years and we now had parent comments to review. Many parents stated that they found it difficult to support their children at home as 'things had changed so much since they had been at school themselves'.

Many parents did not feel confident to approach school and ask for help to support their child at home. This led to the School Development Plan (SDP). Parental Engagement to Raise Aspirations for Children's Learning.

The plan incorporated 'parents in class' days where a parent learned alongside their child in lessons and spent playtimes and dinner times with their child, experiencing the whole of school life for their child as well as the learning sessions.

Lunch was free for the parents and initially this was a positive factor to encourage them to attend, towards the end of the year they would have come without the offer of a free lunch! At some point during the day parents would have a one to one with the class teacher to discuss the day and encourage them to support learning at home. The outcome of this meeting would be targets for their child to work on at home and resources to support learning at home e.g number lines, number cards, reading books, phonics flash cards.

Where appropriate, after school support meetings were put in place to engage the children with their parents 'in the role of teacher'. Pupil premium children who were falling behind were targeted for these sessions and incentives offered; free book bags and uniform. This highly valuable in raising aspirations and identifying learning needs of the parents and classes to support this are running this year.

These Parent Days were repeated every half term making a total attendance of 6 days across the year with 20% of parent requesting additional visit days. One barrier to the project was working parents who were unable to get time off work and we did our best to accommodate visits at times that their work allowed them, but unfortunately for a minority this was not possible.

Outcomes

A mean average of 90% of the parents from Reception to Year 6 attended the days in school, with all classes exceeding 80% as shown in Table 1.

- In Nursery 100% of the parents attended a day every half term
- Parents were upskilled in supporting their child's learning at home
- Parent had a clearer vision of what a school day for their child 'looked' like
- Parents were more confident about coming into school to ask for learning support.
- Evaluations from the parents at the close of the SDP requested that the days continued the following year.

After the SDP Closed – Next Steps

- Parent in class days happen each term, 3 times a year: Oct 2016, March 2017 and June 2017
- One to One parent support after school has continued for PP target children.

TABLE 1: Parent in Classes Summary Data July 2016

Class	T1	T2	Difference	T1 + T2	Target chn for T3	T3	Overall success
Y5/6 GL 40 chn	44%	44%	same	80%	7	92%	3 targets missed
Y4 CS /; LQ 22 chn	63%	74	11% – +2 chn	95%	1	95%	S Mc
Y3 JS 22 chn	65%	50	15% – 3 chn	82%	4	82%	JF, KH, CW <u>All working mums</u>
Y2 LB 27 chn	66%	66	same	85%	4	92%	Dylan, Harrison
Y1 CH 20 chn	62%	50	12% – 2 child	81%	4	86%	MN 1:1 in T1 this year
Reception KM 22 chn	64%	74	+10% + 2 chn	86%	3	86%	BI 1:1 this year
Nursery AB 20 chn	100%	74	26 – 4 chn	100%	4	100%	PM – CIN H PSA support

- Parents ask for support with homework more frequently.
- Resources continue to go home free of charge: numberlines, digit cards, phonics flash cards, when requested.
- Attendance at parent consultation meetings has risen to 90% mean average.
- Parent support classes for EY to KS1 classes continue with our PSA
- Parent support classes for Y6 SATs are working well and some parents are moving onto Basic English and maths qualifications. This year SAT's preparation classes have been attended by 70% of the parents in Y6

Conclusion

A successful School Development Plan for 2015 2016 and the plan continues to have impact for a second year.

Number on roll: 179
 Proportion disadvantaged: 6%

Context

Our school is located between York and Selby. Riccall is an ex-mining commuter village with areas of social housing. 17 pupils are FSM Ever6; 2 pupils are in receipt of Pupil Premium for LAC/adopted from care. There are a variety of family backgrounds in school and 5.1% classed as minority ethnic groups.

Enquiry Question

How do we improve pupils' attitudes to learning?

Phase 1

We first reviewed our provision for disadvantaged children. Historically, funding had been spent on providing additional teaching assistant (TA) support in class. However, data showed that whilst our disadvantaged children achieved higher than national averages, they were not narrowing the gap on non-disadvantaged children in our school. We carried out verbal and non-verbal reasoning assessments with all disadvantaged children, as well as pupil interviews. The disadvantaged children did not score significantly lower than non-disadvantaged children in these assessments. However, their attitudes towards school and learning, as well as their self-confidence, were significantly different. Therefore, we decided to focus on addressing their attitudes towards school, so that they were ready to learn when they were here.

We also realised that the high levels of TA support in school weren't having an impact on pupil progress and attainment, and this was supported by wider research evidence (<https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit>). Therefore, we decided to take part in the Maximising Impact of Teaching Assistants (MITA) project. This focussed on educating teachers and TAs on how they can work together to effectively impact upon pupil learning.

Phase 2

Taking inspiration from a Scarborough school, we extended the hours for our Home School Link Worker (HSLW) so that she could spend more time working with a group of disadvantaged and disaffected learners. The group were given responsibility for an area known as the quad, so they would associate positive feelings with school. They decided what they wanted to do and named themselves the 'Quad Squad'.



They wrote to local people and organisations to source donations of plants, gravel and time. They have done everything themselves.

This group are also benefitting from a whole school focus on developing Growth Mindsets. By learning about how the brain works and that learning only comes when you make mistakes, they are feeling more positive about themselves as learners.

Following the initial phase of the MITA project, we extended TA hours so that there was time for teachers and TAs to work together to prepare and to feedback to each other. Further training emphasised the importance of teachers and TAs working together and focusing on the learning process, rather than task completion.

Outcomes

We spent a lot of time ensuring that what we put into place was right for our school; we didn't want to repeat of previous actions which had little demonstrable impact. This meant that many of the actions didn't start until September. Even after such limited time, the children reported much higher levels of confidence, as can be seen in some of their comments:

"Before I joined the club I was quite shy, and I didn't like talking to people that I didn't know very well. Since I have joined the Quad Squad, I have been more confident in things and I feel better talking to other people."

"I always felt left out and was always in groups where we all struggled with things. Then I was asked to join 'The Quad Squad'

TABLE 1: Changes in Attainment and Progress

	Reading		Writing		Maths	
	Jan 2016	Jan 2017	Jan 2016	Jan 2017	Jan 2016	Jan 2017
% on track for ARE	50%	83%	0%	67%	50%	50%
Progress	0	1.8	0	1.0	0	0.4

(we decided the name too so it's special to me.) I feel much better about coming to school every day as I have something to look forward to as lots of people, who never bothered with me, are now talking to me, asking me what I've been doing and asking if they could join the group too. Although I can still be silly at times, I feel like I am much better in class. When I am working I know if I don't do my work in class I can't attend the club. This happened once when I hadn't done my Big Write! I certainly learnt my lesson because I haven't missed it since."

"I love being a member of the Quad Squad. Helping younger children made me feel better about myself. We have successfully transformed the quad area, but this would not have been possible without the team work and effort we have all put it. Team building skills were used to help us and we found it was really important to listen to each other to achieve what we set out to do."

"I found it hard to work in a group so I was not really looking forward to working with others (although I was excited about gardening!). I have really enjoyed it because everyone helped me and I found out I could help them too, as they did listen to my ideas."

"I have had fun working in the Quad squad. I enjoyed scrubbing the bird bath the most because I like birds and animals. Before I joined this group I was on the red a lot, but my aim is to stay on the green now."

Internal tracking shows the following changes in attainment and progress for the group (see Table 1).

Conclusion

The strategies which we have put in place as part of the 'Achievement Unlocked' project are beginning to have significant impact upon all the children involved. However, it is still early days and we will be continuing with everything that we have put into place throughout this academic year and beyond, in order to continue the good work and have an even greater impact upon these children and our school as a whole.

Nick Stiles, Headteacher

Number on roll: 231

Proportion disadvantaged: 24%

TABLE 1: Pupil Premium

	Total (%)
Total PP	61 (100%)
In care	4 (7%)
Service	6 (10%)
FSM	21 (34%)
Ever 6	34 (56%)
SEND	9 (16%)
More able	14 (22%)

Context

Richmond C of E Primary and Nursery School is an average sized primary school. The vast majority of pupils are from a white British background and a small number of pupils speak English as an additional language. The percentage of children eligible for Pupil Premium funding is slightly above national average, as is the number of children with special educational needs. The current Raise Online data shows a gap of -18% children achieving age related expectation in mathematics, reading and writing.

Our pupils enjoy coming to school and display respectful behaviour towards their peers and others along with positive attitudes to their learning.

From the outset of the project, it was clear that the main barriers to achievement for disadvantaged pupils were: the low profile given to disadvantaged children across the school, a lack of monitoring of attendance, a high proportion of disadvantaged pupils having poor metacognitive strategies and the poor attendance of disadvantaged pupils compared to non-disadvantaged pupils.

Aim

Raise the profile of disadvantaged learners and create a safe, secure, inclusive culture.

Actions, Impact and Further Learning

After careful consultation with staff collectively, our school adopted the following priorities for disadvantaged learners:

Priority 1

- To 'diminish the difference' between disadvantaged and non-disadvantaged learners' progress through high quality

first teaching and evidence based interventions, so that pupils make good and where needed, accelerated progress from their starting points;

Priority 2

- To improve the meta-cognitive skills for disadvantaged learners through 1-1 working and small nurture groups so that they have increased confidence, resilience; improved skills and attitudes for learning;

Priority 3

- To improve attendance of disadvantaged pupils and engage more effectively with their families, so that persistent absenteeism is reduced to 4% or less and disadvantaged pupils' overall attendance is in line with their peers.

In close consultation with the school's leadership team, the Pupil Premium champion analysed school data and monitoring to refine the priorities for Pupil Premium funding. Attendance data showed that disadvantaged children in years 3 and 4 have poor attendance. Behaviour data suggested that the behaviour of children in years 4 and 5 was poor, with less than 40% in each year group rated as 'green'. Attainment and progress data also suggested that children in Year 4 were making slow progress overall, and for Year 3 children in mathematics. The analyses and monitoring informed three specific short term priorities to:

- Improve attendance of disadvantaged children in Y3.
- Improve the meta-cognition of children in Y4.
- Improve progress and attainment of disadvantaged children in years 3 and 4.

Priority 1

Consultation with teachers and teaching assistants suggested that whilst interventions were having a positive impact, too much of the focus for disadvantaged learners' progress had moved away from teachers. Therefore, we now aim to take a more collaborative, team-working approach towards disadvantaged learners' progress. Time is set aside each week for teachers and teaching assistants to discuss disadvantaged children's progress, assess the impact strategies are having and decide on next steps for planning and teaching.

This has helped raise the profile of disadvantaged learners across the school and we continually assess progress through pupil progress meeting, as well as in class and through interventions.

Priority 2

Data analyses and discussions with class teachers showed that barriers for disadvantaged learners in some year groups were in-class behaviour and their learning strategies. To address this, the school employed a student support advisor (SSA) part funded through the Pupil Premium funding. The SSA worked with small groups of identified pupils from all year groups, mainly focusing on disadvantaged learners. The sessions aimed to improve meta-cognition and to 'teach children to learn'. Consultation with class teachers showed an improvement in the RAG rating for behaviour. Data will be gathered again in March 2017 to quantify improvements.

Priority 3

Thorough data analysis showed a gap in the attendance of some disadvantaged learners compared to non-disadvantaged. In some year groups, there was a difference of up to 11% in their average attendance over a term. To help address this, we employed a part time PSA (parent support advisor) to work with children, parents and 'hard-to-reach' families to improve attendance. Despite only starting in January, our PSA quickly implemented a range of successful strategies such as: organising meetings with 'hard-to-reach' families, implementing rewards and agreed targets for children with low attendance and starting informal 'coffee mornings' where parents of disadvantaged children can come along for informal meetings/discussions.

Involvement in 'Achievement Unlocked' Project

Despite the Pupil Premium Champion only becoming involved in this project in June 2016, the programme has helped the school take huge steps forward with its provision for disadvantaged learners. For example:

- Implementing a much improved tracking system to analyse progress, behaviour and attendance data (triangulation).
- A thorough analysis of the needs of children in school, subsequently appointing a PSA and SSA.
- A move away from a reliance on interventions alone to a greater focus on quality first teaching and partnership working with teaching assistants.

Iain McCulloch, Pupil Premium Champion

Number on roll: 441 (+50 in Nursery)

Proportion of disadvantaged: 6%

Context

Riverside School places the achievement of all children at the heart of its vision and over the last two years, we have developed a range of strategies that ensure teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who are regarded as vulnerable groups and this includes ensuring that the needs of disadvantaged pupils are adequately assessed and addressed. Our data outcomes indicated that there would be a need for some children to make accelerated progress to achieve the expected standards across all year groups.

Our spending of the Pupil Premium allocation has previously focused mainly on developing our specific intervention offer and we have high levels of expertise in our teaching support staffing. These are successful with children making good ratio gains. With the challenges the new National Curriculum expectations and assessment frameworks gave us, and through leadership work observing in classrooms, we felt that we could do more to develop independence in learning for all our children and to equip them with the strategies to be reflective and to be able to articulate their thinking around their learning. We were keen to engage with the 'Achievement Unlocked' project as it complemented our whole school development work around developing proven research based effective strategies, (based on the Education Endowment Fund toolkit) to review our practice. We welcomed the opportunity to have access to national expertise and the most current research findings.

Actions

After attending the Achievement Unlocked training events and being inspired by the RelectEd presentations and evidence of positive outcomes, we decided to focus on launching Metacognition as a whole school focus for development for the new academic year. We dedicated two Professional Development days for in-house staff training. On the first launch day we identified how metacognition would link into our school aims and vision and considered the research evidence for the improvements in progress that high quality teaching can make. We built on previous school development around higher order thinking skills as well as developing marking and feedback and linked this to brain development, developing memory, and identifying characteristics of a successful learner. This linked to further training with our Educational Psychologist around Emotion Coaching and the 5 Point Scale.

Leading up to the launch CPD day, two staff who had attended the training started using metacognitive strategies (Reception and Year 3) and examples of this in action were shared and discussed. All classes agreed to "learn something new" using metacognitive strategies – these ranged from origami, balloon modelling and a bake off! Tagging and reflection sheets were introduced.

It was important for us to realise that, although metacognitive skills can be taught discretely, the strategies need to be embedded so the second professional development day focussed on embedding metacognitive strategies into all aspects of the curriculum with a focus on core curriculum subjects. We communicated clear expectations for what metacognition might look like in the classroom and this linked into whole school development work around quality learning environments. We outlined the monitoring and evaluation timelines and how we could best evidence impact.

Impact

We are still in the early stages of our development with this focus and currently midway through the academic year so our impact measures are more qualitative, although quantitative data is showing children tracking well towards age related expectations. We wanted to evidence impact from all stakeholders views. Staff were asked to reflect on the two sessions and how this could develop their practice. Staff comments included:

"I want to make sure that I'm helping children to realise that if they can't do things or are unhappy about doing things, there are ways of getting help. Metacognition gives children empowerment – through helping others and asking for help"

"I like the idea of giving children the opportunity to think of learning strategies and think is it working? Can I try something different? Giving children the tools to be an expert and lead others and this allows them to reflect."

Parents' comments included:

"I believe this has helped my child to cement his learning in some areas but has also provided a communication system for additional support in other, more challenging areas."

The children are beginning to use the language of metacognition in all aspects of school life and examples can be heard regularly around the school, both in lesson times and breaktimes. Year 3 reflections included the following comments about their sewing:

"I feel 🍀 because I am getting there. I learn best when I practise because I do it over and over again."

Reception children were challenged to make a spherical decoration from flat strips of paper. They started asking each other for advice and explaining the process to each other –

the children quickly identified who were the experts amongst them.

Recent classroom observations and work scrutinies with Governors have found that metacognition is evidenced in all classrooms and is starting to be embedded into core curriculum subjects in marking and feedback. The impact will be further evaluated at the end of the spring term to include learning walks to explore the evidence of metacognitive strategies, as well as pupil interviews. Pupils' attainment and progress is analysed termly for progress towards age related expectations and working at greater depth within the core subjects.

In conclusion, staff felt that this has been a very positive launch of a key strategy that will support all our children to make progress and attain the expected standards as well as developing their mastery of key skills, concepts and understanding. It is quickly becoming part of our everyday language, giving children a sense of empowerment with their learning as well as giving staff time for a fresh focus and reflection on the quality of teaching and learning at Riverside.

Alison Woodward, Deputy Headteacher

Number on roll: 274

Proportion of pupils eligible for Pupil Premium: 18%

Overarching Enquiry Question

What are the barriers to raising attainment and progress of children eligible for Pupil Premium and how can these be overcome?

Rationale

The rationale behind this question is embedded within the rights of all children, including those eligible for Pupil Premium, to be given the best chance to achieve their potential. Prior to involvement with the Achievement Unlocked project, we had worked to ensure that all adults working with our children were aware of those eligible for Pupil Premium. Teaching and learning content and intervention has focused upon raising attainment of such children but their achievement and progress has been too variable over time. Self-evaluation highlighted a complex picture with regards to the barriers to learning

This complex picture prompted us to consider the wider picture and thus develop more specific questions:

- How can we develop a positive attitude within our children towards learning?
- How can we ensure that teachers, support staff and parents are focused upon and responsive to the learning needs of our children?

As it was strongly felt that identified actions would also have a positive impact upon the children not eligible for Pupil Premium, we adopted a whole school approach.

Key Actions

Engaging Staff

One of the biggest challenges which we identified early on was the need to change the mindsets of our teachers and support staff. Instead of viewing the attitudes and behaviours of our children as an excuse for underachievement, they were seen as a barrier to be overcome.

Within whole school meetings, time was spent engaging teachers and teaching assistants with the rationale for the actions we had identified. We felt that the most effective way of getting people on board was for them to recognise the barriers themselves, so we asked the following question: "What are the barriers to learning for our children?" The overwhelming response involved the children's learning behaviours and attitudes (including motivation and aspiration).

Having identified a key barrier, what were we going to do about it? The next challenge was to empower staff to recognise that if we didn't work to improve motivation, aspiration, resilience, etc., who would?

Choosing an Approach

Metacognition was identified as a key area to develop within the school. A benefit of being part of the Achievement Unlocked project was their involvement/knowledge of the ReflectEd approach to metacognition. This saved us a significant amount of time researching and evaluating other approaches and there was existing concrete evidence of its impact and credibility. The ReflectED approach also complemented other embedded whole school approaches towards developing learning behaviours.

Empowering Staff through CPD

With the engagement and motivation of staff in place, it was tempting to jump into implementing ReflectED. We recognised the importance of ensuring that all staff were supported to implement it effectively and so a programme of staff development was planned and undertaken.

Ensuring a Whole School Approach

To maximise the impact of metacognition, a whole school approach was essential. Therefore, the timetable was adapted to allow for a scheduled ReflectED session each week and 'non-negotiables' were agreed in terms of what should be displayed (i.e. Reflection Keys, Thinking Stems) and embedded into practice.

Monitoring Impact and Keeping the Momentum Going

Rigorous monitoring and evaluation was, and continues to be, essential. The whole school monitoring timetable was planned to include regular opportunities for this.

Engaging Parents

The effective engagement of our children's parents was also identified as a significant area to develop. Several teachers had tried different approaches to supporting parents in the past, but these had not had the desired impact and were typically not attended by the parents of the children whom we most needed to reach.

In the Autumn Term, we altered the structure of Teacher/Parent meetings to one pupil focused and oriented. The format included the discussion of personalised learning goals and identification of ways in which the child, their family and school could support the achievement of these.

Monitoring & Evaluation

Consistency in the whole school approach has been monitored along with the impact. A range of monitoring strategies have been used, from data to children's comments and lesson observations.

Impact

When evaluating the impact of the metacognition and parental engagement strategies, consideration of the short term impact versus long term impact is needed.

The impact in terms of data is difficult to judge due to the fact that our actions have only been implemented over a short time so far. However, the 2016 Inspection Dashboard does show Pupil Premium progress as a strength. In terms of metacognition, the Growing up in North Yorkshire survey shows an increase of 20% over 2 years to the response that the children believe that 'they learn from their experiences'. This was above the regional average in North Yorkshire.

Rigorous monitoring has shown that where taught effectively, metacognition is embedded within all teaching and learning activities.

Evidence from monitoring shows that children: are more independent learners able to draw upon a repertoire of methods to support their learning; have increased resilience that they can learn from their mistakes; are able to reflect upon learning honestly and identify how to take their learning forward and can effectively coach each other.

Children's comments have included:

"Metacognition has helped me persevere and learn from my mistakes."

"Metacognition has helped me feel better when I can't achieve something. I now understand that sometimes you don't get things straight away."

Parent comments following introduction of Child/ Family/ Teacher Agreements:

"Helped me to understand more about my child's learning."

"... found ways for us all to achieve their goals."

In summary, there is reliable evidence that the actions we have taken are having a positive impact upon the attitudes of all of our children including those eligible for Pupil Premium and therefore we are confident they will improve outcomes for all.

Jane Wood, Deputy Headteacher, Romanby Primary School

Through Achievement Unlocked, the school has reviewed its Action Plan for Pupil Premium spending. The plan focuses on whole-school strategies that impact all pupils, strategies that target under-performing pupils, and specific strategies targeting Pupil Premium pupils. This led to a clear, strategic approach to the use of Pupil Premium funding, and plans are integrated into wider school support and improvement of systems, which are regularly monitored and evaluated. In-depth data analysis ensures that the correct support and strategies are identified to maximise progress.

Work with Whole Education's "Spirals of Inquiry", a process supported by much research and evidence, had led us to explore and reflect on our practice and to make changes to benefit all learners. We had identified children in our school who have low confidence in mathematics. Our task was to build their self-esteem, whilst offering genuine challenge and setting high expectations. We used the six phases of "Spirals of Inquiry" (Scanning, Focusing, Developing a Hunch, Learning, Taking Action, and Checking) to determine what we needed to do in order to promote learning. Different teaching approaches were investigated to take account of the needs of individuals and of groups of children.

Through the enquiry and data analysis, we already had a "hunch" about our learners, but we needed to see the world of the school from their perspective. We decided to ask the four "Scanning" questions from Spirals of Inquiry as part of a pupil interview process. These questions are designed to identify issues that get in the way of pupils' learning and achievement. The findings from these interviews were given equal weighting to assessment results.

Scanning

The 4 scanning questions were asked of Pupil Premium children, and of a matching number of children in control groups, in each of the four years. It was found that there was a difference in perception between Lower and Upper Key Stage 2. The younger children, both Pupil Premium and control groups, were able to talk about skills acquired and conversations with adults about their learning. They were also aware of their next steps or what they had to do to improve. In contrast, older children were less upbeat about their learning. The Pupil Premium children were less confident about their maths learning than the control groups.

Focus

From the scanning, we focussed on the following:

1. How the children view themselves as learners and specifically as mathematicians.
2. How they would describe their learning experience.



3. How aware they are of where their learning is and what their next steps need to be.
4. If they display an enjoyment for maths, or do they engage in maths only because they are told to.
5. If they had any curiosity about number and if they saw any relevance to other parts of their learning.
6. If, when faced with mathematical problems, do they relish the challenge or do they feel insecure if an immediate solution isn't apparent.

Hunch

Contrary to the staff's collective hunch prior to scanning that our pupils lacked aspiration, our questioning found no evidence to support this. However, after re-scanning we found that our children lack resistance in the face of challenge and have little or no support with learning at home.

We would like our learners:

1. To be able to talk about their learning in a positive manner.
2. To be more independent in their approaches to their learning.
3. To develop a greater set of tools upon which to call in order to support their learning, especially when faced with a challenge.

We envisaged that a whole school approach to develop a growth mindset would enhance both the children's and their families' aspirations. However, we also understood that there were other barriers to learning in our school that might need to be tackled. In order to achieve accelerated progress, we needed to develop systems to support vulnerable families.

New Professional Learning

Based on our identification of barriers to learning, we needed to engage in professional development, reflection and evaluation on its impact on learning, and in refining and strengthening quality-first teaching.

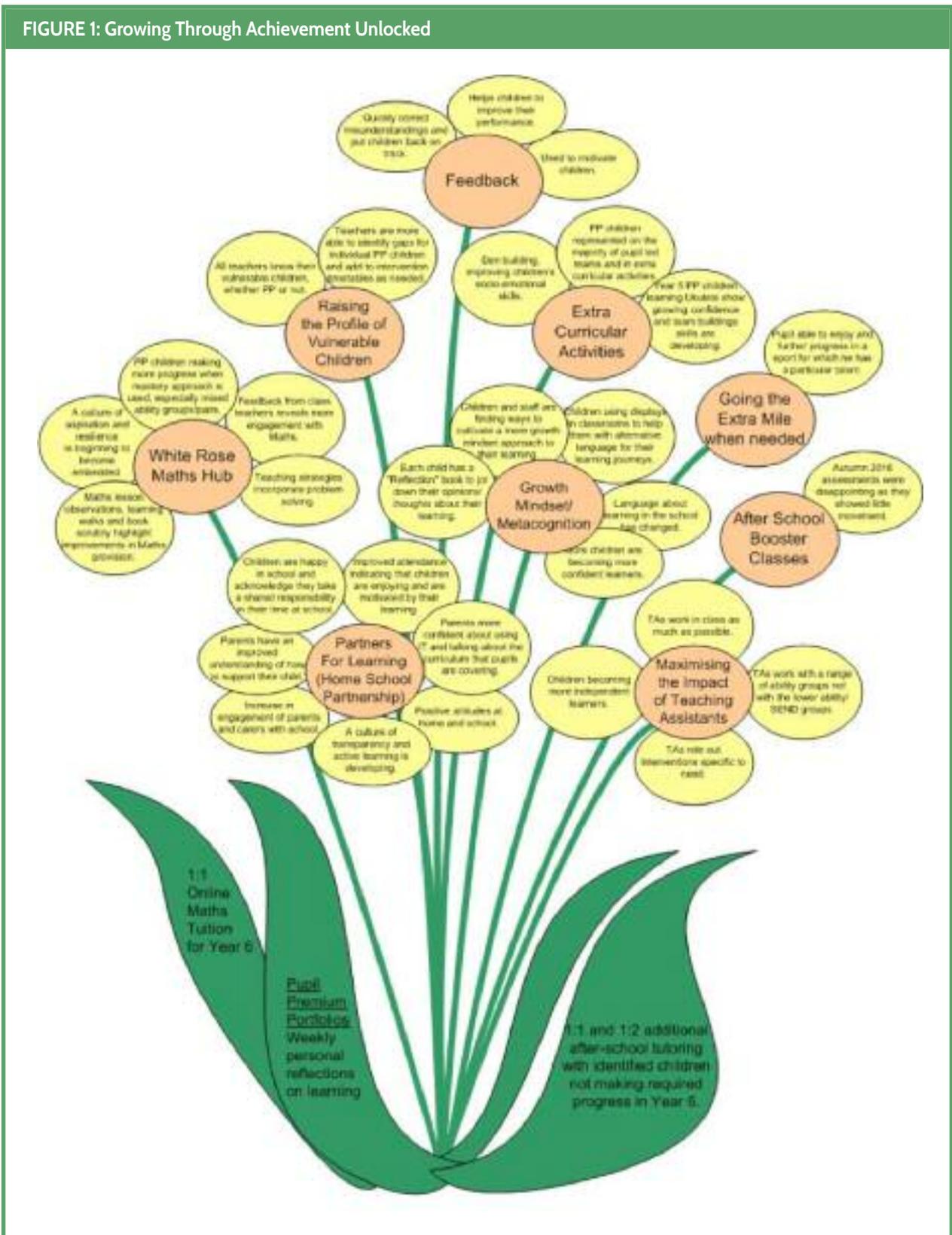
TABLE 1

Taking action	Checking/Impact
RAISING THE PROFILE OF VULNERABLE CHILDREN	
<p>All staff to be aware of the “Ever 6” children in their class and to monitor their progress – including support staff / HLTAs in the classroom knowing these children (responsibility of class teacher).</p>	<ul style="list-style-type: none"> ● All teachers know their vulnerable children, whether PP or not. ● Teachers are more able to identify gaps for individual PP children and add to intervention timetables as needed.
Partners For Learning (Home School Partnership)	
<p>We set-up a programme based on learning conversations between Teacher, Child and Parent. The new initiative is called Partners For Learning. Three vulnerable children were identified in each class (2x PP and 1x non-PP). At half-termly meetings, the child's approaches to learning both at home and at school were discussed, as were also the child's interests. Then one academic and one personal target were set for each child.</p> <p>Chrome books offered to children to take home in the school holidays and at weekends in order to aid and strengthen the partnership with parents.</p>	<ul style="list-style-type: none"> ● Positive attitudes at home and school. ● Improved attendance indicating that children are enjoying and are motivated by their learning. ● Increase in engagement of parents and carers with school. ● Parents have an improved understanding of how to support their child. ● Children are happy in school and acknowledge they take a shared responsibility in their time at school. This is reflected in teacher's opinions focusing on children's attitudes and behaviour. ● Parents more confident about using IT and talking about the curriculum that pupils are covering. ● A culture of transparency and active learning is developing.
WHITE ROSE MATHS HUB	
<p>School continued work with White Rose Maths Hub. Staff follow suggested plans.</p>	<ul style="list-style-type: none"> ● Lesson observations, drop-ins and feedback from class teachers reveal more engagement with Maths, and a culture of aspiration, determination and resilience is beginning to become embedded. Await data. ● Teaching strategies incorporate problem solving ● From lesson observations, PP children made more progress in lessons when the class teacher was using a more maths mastery approach, especially working in mixed ability groups/pairs. ● Maths lesson observations, learning walks and book scrutiny highlight improvements in Maths provision. Await outcomes from data to measure impact.
AFTER SCHOOL BOOSTER CLASSES	
<p>All teachers to give after school booster classes to identified children in Maths, Reading and Writing.</p>	<ul style="list-style-type: none"> ● Autumn 2016 assessments were disappointing as they showed little movement. ● Awaiting Spring 1 data.
Feedback	
<p>Additional work done on both oral and written feedback. PP children to be given opportunity for 1:1 oral feedback where possible.</p>	<ul style="list-style-type: none"> ● Used to motivate children. ● Helps children to improve their performance. ● Quickly correct misunderstandings and put children back on track.

TABLE 1 cont/

Taking action	Checking/Impact
Growth Mindset/Metacognition	
<p>Discussions about “Growth Mindset” and how to introduce it into the culture of the school had already had a positive impact on motivating staff by highlighting ways in which to challenge all children and develop our children’s understanding of how they learn and why to develop their self-belief.</p> <p>Staff learning about “Metacognition” through “Achievement Unlocked”. Ideas from the Metacognition course and lesson plans were disseminated to staff. A half-hour lesson on Metacognition/ Growth Mindset now given each week.</p>	<ul style="list-style-type: none"> ● Children using displays in classrooms to help them with alternative language for their learning journeys. ● Language about learning in the school has changed. ● Children and staff are exploring their own mindsets and are finding ways to cultivate a more growth mindset approach to their learning. ● Each child has a “Reflection” book to jot down their opinions/thoughts about their learning. ● More children are becoming more confident learners.
Extra Curricular Activities	
<p>PP children to be active participants in all aspects of extra-curricular activities and pupil led teams.</p> <p>All sports, including boxing and swimming.</p> <p>Drama Group.</p> <p>Ukulele Group.</p> <p>Den Building</p>	<ul style="list-style-type: none"> ● PP children represented on the majority of pupil led teams and in extra curricular activities. ● Year 5 PP children learning Ukulele show growing confidence and team buildings skills are developing. ● Building of socio-emotional skills ● Pupil able to enjoy and further progress in a sport for which he has a particular talent.
MAXIMISING THE IMPACT OF TEACHING ASSISTANTS	
Two members of staff have attended the above course, which is on-going	
<p>Work done on questioning.</p> <p>TAs ask “what is the least amount of help you need from me?”</p> <p>TAs use scaffolding framework.</p>	<ul style="list-style-type: none"> ● TAs work in class as much as possible. ● TAs work with a range of ability groups not with the lower ability/SEND groups. ● TAs role out interventions specific to need. ● Children becoming more independent learners.
MOST RECENT ACTION	
1:1 and 1:2 additional after-school tutoring with identified children not making required progress in Year 6.	
1:1 Online Maths Tuition	
PUPIL PREMIUM PORTFOLIOS	
Weekly personal reflections on learning	

FIGURE 1: Growing Through Achievement Unlocked





Number on roll: 1005
 Proportion of disadvantaged learners:
 26%

Enquiry Question

“How can we ensure that ‘Closing the Gap’ becomes an integral part of

every lesson and all areas of the school, in order to raise attainment and progress for all disadvantaged learners?”

Rationale

Scalby School is situated towards the North of Scarborough and is served by predominantly white British heritage families. Scarborough has recently been recognised by the DFE as an opportunity area, identifying significant issues with student aspirations and social mobility in the area.

Prior to taking part in this project, the school had undertaken a thorough review of how its Pupil Premium funding was allocated in May 2015. KPI predictions for Summer 2015 results highlighted large gaps in progress and attainment between disadvantaged students and others, but more importantly against national averages. A number of actions were taken on the back of this review:

- The appointment of an Assistant Head Teacher with responsibility for achievement.
- Developing a more strategic approach to closing the gap across all year groups. This involved researching other school's policies and visiting other educational establishments.
- Introducing a more inclusive behaviour policy.
- Regularly seeking external verification and support for the plan. Taking part in the Achievement Unlocked Project was viewed as another way to externally verify the work we started in 2015.

Barriers to Learning

A range of barriers have been identified for student achievement. The first major barrier is the progress students make in lessons is too variable. This includes significant literacy poverty which inhibits disadvantaged student's ability to access GCSE courses. The second major barrier is a significant proportion of students have behavioral issues which prevent them from accessing the curriculum due to regular internal isolation or fixed term exclusion.

Thirdly, Quality First Teaching was not always having the desired impact. The strongest teachers were not always coming into contact with those students who required most support, and feedback was not always consistent. The fourth barrier is the social isolation of Scarborough and as a result

students suffer from a lack of cultural capital, subsequently students can at times lack understanding of context and high aspirations. The final barrier is student attendance. Poor attendance is a severely limiting factor on student achievement.

Key Actions

For each of the 5 key areas, we identified success criteria and produced a detailed strategic plan. We felt it was critical that our plan was a whole school approach and that all stakeholders would need to buy into it. Significant work has been put in place to raise the profile of disadvantaged students at all levels.

Progress

Much work has been done to ensure that data is used to better inform the use of interventions across all year groups. Extra staffing in Maths and English has helped focus support where it is most needed. The appointment of Lead Practitioners in English, Maths and Science has allowed specialist staff to work with key groups of students. A range of initiatives have been implemented by the lead practitioner in English focusing on improving literacy levels across all year groups.

Behaviour

Changes were made to the behavior policy with extra layers added to allow for interventions to be in place before fixed term exclusions occur. Heads of Year are given fifteen key students who are most at risk of exclusion. These students and their families are regularly monitored and contacted by the pastoral team. Weekly monitoring of behavior incidents have been introduced so patterns of behavior can be identified quicker.

Quality First Teaching

All staff were set CPD targets linked to improving the outcomes of disadvantaged students in their lessons. As well as this, CPD through Personal Learning Groups has allowed staff to plan and reflect in small groups on particular strategies to use with disadvantaged students. More recently the school has embarked on a Growth Mindset focus which has been inspired by sessions in this project.

Enrichment, Extra –Curricular Activities and Parental Empowerment

Regular monitoring of the number of disadvantaged students represented on trips to ensure proportional representation. Aligned to this there have been a number of high impact events organized in English, Maths and Science such as an English focused residential weekend.

Attendance

Weekly attendance monitoring and review meetings to identify PA's and at risk students much earlier. Family Liaison staff are given PM targets related to disadvantaged students, also attendance boards have been put up in the staff room and Heads of Year office.

Monitoring and Evaluating

The strategic plan is regularly monitored by the Assistant Head Teacher with responsibility for raising achievement. HODs and SLT monitor teaching and learning through the use of active patrols, drop-in days, lesson observations, student tracking weeks and marking trawls. These are reported regularly in SLT meetings.

As well as this the Governing Body has 'closing the gap' as a standing agenda item when they meet every 6 weeks. This allows them to review the strategies and track progress against the plan. Also external verification has been sort regularly to ensure the action plan is fit for purpose. The Scalby Governors and SLT have worked with Andrew Jordan, Executive Principal, Dyke House College in Hartlepool and the local authority.

Impact

Summer 2016 Exam Data showed that there has been significant improvement in all KPIs relating to student outcomes for disadvantaged students.

- Summer 2015 A* – C English & Maths Basic – 33%, Summer 2016 – 53% (15% above NA Disadvantaged)
- Summer 2015 5A* – C including English & Maths – 28%, Summer 2016 – 44% (8% above NA Disadvantaged)
Historical measure
- Summer 2015 Attainment 8 **3.36**, Summer 2016 **4.06**
- Summer 2015 Progress 8 **-0.77**, Summer 2016 **-0.34**
- Summer 2015 EBACC **18%**, Summer 2016 **22%**
- Summer 2015 Value Added **931.4**, Summer 2016 **981.62**
Historical measure
- English – Summer 2015, **46%** 3LOP (Gap to NA -22%, Gap to Disad NA -11%)
- English – Summer 2016, **67%** 3LOP (Gap to NA +2%, Gap to Disad NA +10) Historical measure
- Maths – Summer 2015, **47%** 3LOP (Gap to NA -19%, Gap to Disad NA -2%)
- Maths – Summer 2016, **64%** 3LOP (Gap to NA +1%, Gap to Disad NA +15) Historical measure

The early work being undertaken on metacognition has seen improvement in behaviour and effort from a small research group of Year 8 & 9 students. This is an area which is a focus for our whole school CPD within the next 12 months.

The number of students involved in extra-curricular activities and enrichment activities has increased and representation is in line with the proportion of disadvantaged students across the school.

Attendance strategies focused on disadvantaged students have led to significant improvements in attendance. Gaps have narrowed across 4 out of 5 year groups. As a result whole school attendance for disadvantaged students improved from 90.71% (2015) to 91.98% (2016) The behaviour of disadvantaged students has also improved significantly, the number of students in internal isolation, and receiving fixed term exclusion has halved in 2016.

Chris Robertson, Assistant Head Teacher, Scalby School

Number on roll: 375

Pupil premium indicator: 109

Proportion of disadvantaged learners: 29%

“To use an evidence based approach to create a sharp focus on the barriers to learning faced by the disadvantaged learners at the Academy.”

Context

The Academy is a small, non-selective secondary school which opened in 2014 following its predecessor school being placed into special measures in 2013. The school is a sponsored academy through a newly created MAT.

Before embarking on the achievement unlocked project, Pupil Premium funding was allocated to some well-intentioned and targeted support with many of the plans being superficial and easy to do. There was little evidence of impact, the results for the academy remained well below the national average and the gap between the disadvantaged students and non-disadvantaged remained wide.

2015/16 5A*-C EM = 29% with PP = 18%

Since taking part in the project we have seen the gap narrow but overall results remaining low

2016/17 5A*-C EM = 33% with PP = 31.8

When examining the schools data and looking at the current research we could see that the staff at the academy had developed a culture of interventions without taking account of any impact that these ‘bolt ons’ were having.

The Academy commissioned a lead advisor visit from the LEA to review the Pupil Premium documentation, projected outcomes, spend and the Achievement Unlocked Plan.

The findings of the visit recommended that the Academy undertakes a fine analysis of its attendance and behaviour information to pinpoint the students and groups in need of targeted support.

That a fine analysis of progress and attainment of disadvantaged students be routinely calculated by all teachers.

That the academy routinely calculates disadvantaged and non-disadvantaged gaps for a range of measures.

The academy writes a costed Pupil Premium action plan that includes measurable milestones.

That the Academy works hard to identify barriers to learning for all its pupils.

In response to this visit and the visit from Marc Rowland from the National Education Trust, the Academy was able to redirect time and money away from the superficial interventions toward improving the training of key members

of staff and the implementation of an attitudinal survey to support staff in gaining a detailed knowledge of the students.

The Academy invested in an improved data tracking system (SISRA) to inform quality assurance and to assist staff in their planning so that the most disadvantaged students were receiving the best quality teaching. All staff were trained in the use of the system.

The Academy embarked on the Achievement Unlocked Action Research Project so that we may gain valuable and useful insight on how to diminish the difference between our disadvantaged students and our non-disadvantaged.

The school began with a very detailed action plan that whilst well intentioned continued to support an intervention culture that had built up over a number of years. The plan was centred to just a few actions which included those recommended by the lead advisor and using PASS to really get to know the students barriers to learning.

Throughout the project the school chose to set up a governors subcommittee so that the school could be held to account on the actions and outcomes.

Actions

A fine analysis of attendance and behaviour

The school had a significant gap in attainment and also in its attendance figures and there was a significant gap between PP and non PP students. There was no systematic checking of attendance of the sub groups. The school now has a robust tracking system in place that clearly identifies the attendance of all, PP and non PP in gender and year group. This has allowed the school to work more closely with the prevention service and the family support workers to identify barriers to the students attending. The gap narrowed in 2015/16 but has begun to widen this year with PP girls having the lowest attendance. The school has established attendance panels and works much closer with the parents and carers of all students to examine the root causes of non or sporadic attendance. We have appointed an attendance officer who works closely with the form tutors, HOY, parents and the school now has a system of monitoring and swifter movement onto the fast track route. Middle leaders use the data that is produced to put together specific action plans for individual students whose attendance is causing concern.

The behaviour system at school has been changed to place a greater emphasis on rewards and this has proved to be quite successful with students receiving 10 times more rewards than sanctions. There is still work to do to examine why our PP students receive fewer rewards than non PP students.

Fine analysis of progress and attainment

Since working with the project the school has invested in a data tracking system that allows all staff to track students in each class and we now have the ability to filter to PP, gender and more vulnerable groups. This has seen a greater analysis of individual class data and staff have begun to take ownership and feel accountable for the results of their groups. All staff are now expected to review each class they teach and write a report outlining what is being done to support and challenge all students in their class. The HOD and HOF analyse this to feed into the academy SEF and improvement planning.

The academy writes a costed Pupil Premium action plan that includes measureable milestones

The academy now writes a costed PP action plan that is shared with the governing board and the Trust with measurable milestones on. The Lead for PP meets with the governing body sub group each half term to review the outcomes and monitor the milestones. The next move for the academy is to develop a PP strategy that can be shared with all stake holders.

That the academy works hard to identify barriers to learning for all its pupils

The academy has worked hard to identify the barriers to learning for all its pupils and has done this by investing in GL assessments PASS survey. All pupils at the academy have taken the survey and the results have been analysed by the lead for PP, the SLT, the pastoral leads and the HOF. All teachers have received training on the survey and are in the process of examining the results for their classes. Over the next half term the school is working to review the results and turn them into a whole school action plan to see if this will continue to close the gaps between PP and non-PP.

The project has made the academy think very differently about how it works with the PP students and has challenged us to examine the data that we have available to us and use it in a way that can improve our planning both at class room level and at whole school level.

We have seen some impact on some key areas but feel far more confident to analyse and plan to effect change.

Shayne Toy, Deputy Principal

Number on roll: 191

Proportion disadvantaged: 9%

Enquiry Question

Will improving pupil's confidence improve their understanding of mathematics?

Rationale

Our in-school data and statutory data showed that as a school, we had a pocket of under-achievement in mathematics for those children whose achievement sat just above children who were identified as having Special Educational Needs (SEN). Detailed data analyses showed that these children were mostly in Key Stage 2 and were either those children who are eligible for Pupil Premium funding or quiet middle-ability girls. When we spoke to these children about mathematics, they said that they did not like it, it was boring and that it was hard.

As a leadership team, we discussed the mathematics interventions we had already run in school and their impact. Many of the identified children had already been part of small group interventions. However, data showed that this intervention had not significantly improved children's opinion of mathematics or their progress. We wanted to find a programme that could be tailored to the needs of the individual child, as our children had very different gaps in their learning. We also wanted an intervention that would help to build children's confidence in mathematics.

Actions

We spent time researching different interventions and eventually identified 'Catch-up Numeracy', along with the opportunity to be part of a research project for the Education Endowment Fund (EEF). Involvement with the project would require delivering the one-to-one mathematics sessions, for 15 minutes, three times a week. Our school would either be selected to be in the control group (a school who would make up their own intervention) or the research group (schools who would attend three days of training in order to deliver the programme). We were very fortunate to be selected for the research group!

Our school's assistant headteacher and two teaching assistants attended the training, which was very clear and comprehensive. The training focused on ensuring that quality teaching is delivered throughout the programme and making sure the programme is delivered with fidelity. Setting up the programme took time, as each child selected would need to complete an assessment that would pinpoint the areas of mathematics they found difficult. The programme is split into different components and each component is worked on with the child until they are secure with the methods and concepts.

Monitoring and Evaluation

Each term the children complete a standardised test to enable their progress to be tracked. The monitoring is a powerful tool which enables the school to ensure that children are working at the appropriate level and not held back as they develop in confidence and make progress with their mathematical understanding. Alongside the standardised test, the children are also assessed throughout the intervention, using the progress booklet. This booklet includes all the components (concepts) that have been covered during the term and enables the teaching assistant to identify if a concept needs revisiting or if a child should be moved to a higher level.

Teaching assistants are encouraged to take ownership for the programme and are also encouraged to evaluate its impact and make decisions about when children need to move to the next stage or need to further consolidate their learning. The training was very clear that evaluation is not about showing it has 'worked' but about the impact it has made, or if no progress has been made and then tailoring the components to the child's needs.

As the programme ran, we identified that it was crucial for class teachers to know what had been covered in each component to allow them to build upon the new skills that children were learning. The teaching assistants developed a feedback sheet on which children's development was shared with the class teacher and their progress tracked.

Impact

One of the biggest impacts from the intervention has been that the children feel more confident and have a more positive attitude towards mathematics. At the start of each term a questionnaire is completed which purely focuses on the children's feeling towards mathematics. All children have reported that they are more confident in answering questions in whole class lessons and are less worried about getting things wrong.

Data shows that all children have moved forward in their learning, some already making as much as 7 months progress, during the first term, in regards to a standardised score

This project is not complete and the children will continue to receive this support at least until the project ends in July 2017, or they are identified as having 'caught up'.

Wider Learning

The impact in the classroom has been really strong; the children are able to apply the methods they have learnt in their one-to-one sessions to support mathematics in the classroom. Additionally, the more positive approach to mathematics has allowed the children to develop resilience when learning new concepts in class and to persevere when things get difficult. The class teachers have reported improvements in summative test data and a noticeable change in attitude.

Melanie Lawrence, Headteacher



Number on roll: 302
Proportion of disadvantaged learners: 22%

"Sowing seeds of success: growing courageous learners."

Context

Prior to embarking on this project, the outcomes of the Pupil Premium strategy was varied. It had been success in establishing a Learning Mentor and Home School Link Worker role. The benefits of which were building strong, trusting relationships with vulnerable families and attendance and punctuality data was strong, above the national average. However it had not been as effective in closing the gap between specific groups or improving behavior at lunchtime, which impacted on afternoon learning.

As a newly appointed Headteacher in September 2015 the SLT and I were able to evaluate current practice with fresh eyes. We were below floor standards in 2015 and the gap for disadvantaged pupils was not closing. Working alongside Marc Rowland in the Achievement Unlocked Project we came to several conclusions that our strategy needed to be:

1. A long term strategy addressing low starting points on entry
2. Consistently high quality teaching and learning in all classes throughout school by:
 - creating a CPD package from NQT to HT/Senior leader and every stage in between
 - Fewer interventions and a catch-up culture moving to a keep-up culture
 - High expectations for all mixed ability grouping in lessons
 - Teachers taking responsibility for the disadvantaged learners in their class
 - Good behaviours for learning and positive lunchtime experiences
3. Strengthened SLT and leadership throughout school with a sharp focus on achievement for all (relentless approach)

Our action planning was equally as ambitious. To have high expectations of the pupils we needed to have equally high expectations of ourselves.

1. Low Starting Points

Our entry data was low, especially in language and communication. Previously lack of an evidence based baseline and way of measuring other than ELG made evaluation tricky. We used baseline materials to provide our



evidence base, in addition to the British Vocabulary Picture Test, to measure the impact of our actions focusing on language and communication to address this issue. The data for non-disadvantaged pupils over a 6 month period showed an average increase of 11.8 months and for disadvantaged pupils 12.3 months.

A private PVI on school grounds feeding mainly into Reception was judged RI with little focus on disadvantaged despite it being in the region of 25%. We are currently underway with the aim of the PVI coming under school Governance as of September 2017, ensuring that disadvantaged is a focus from 2 years old.

2. High Quality Teaching and Learning

Achieving consistently high quality teaching and learning is always a challenge. There had previously been high staff turnover for a number of years. Tackling underperformance through a menu of catch up interventions, booster groups and 1:1 tutoring mainly in Y6 had no lasting benefit to school best practice or on outcomes year on year.

A comprehensive programme of CPD was planned to:

- Strengthen Middle and Senior leadership and a appointment of an Assistant Head with a focus on school improvement and impact evaluation
- Including English leader on SLT as well as Maths
- Metacognition, growth mindset and behaviours for learning
- Maximising the use of teaching assistants and developing pre and post teaching strategies.
- Deputy Head becoming a Mastery teacher with Archimedes Maths Hub and EY teacher achieving Maths mastery
- In collaboration with our TSA a CPD programme from NQT/RQT/Middle/Senior leaders/HT and additional forms of

effective CPD such as teach meets, lesson study and coaching

CPD Programmes have impacted on the quality of learning and teaching throughout school with consistently good or better teaching evident in monitoring and work in books.

High Expectations for All

Disadvantaged pupils were for the most part in middle and low prior attainment groups. If they were in a LPA group they tended to remain there year on year rarely being exposed to challenge. Mixed ability groups changed this dramatically. Moving from interventions, to pre and post teaching has become the norm. Thus ensuring that all children are given every opportunity to succeed.

Teachers Responsible for Disadvantaged Learners

We reviewed how pupil progress meetings were conducted and made disadvantaged vulnerable groups an important element and starting point in the discussions. Staff populated the new proformas prior to attending, rather than being given this data. This raised awareness of 'who' as named pupils we were discussing and created robust targets for specific children as well as raised expectations for all.

Positive Behaviours for Learning

Low level disruption by a minority of pupils (10%) was common, this was managed in classes well by experienced good quality teachers. However they found it a challenge to self-regulate over lunchtimes, and incidents and squabbles were frequent and very time consuming. The Learning Mentor Hub at lunchtimes had limited impact. We utilised a fenced off area on the KS2 playground and created a den building, creative area. Permission to build, climb, dig and invent has given very active children a sense of freedom and creativity. There have been less incidents over lunchtimes and more positive relationships between older and younger children. Children who, previously only ever wanted to play football are problem solving and working collaboratively. We are seeing this much more in the classroom too. Incidents of disruption are down to less than 3% of what they were and self-esteem has risen in vulnerable pupil groups.

3. Leadership

Finally, our Senior Leadership Team has been strengthened by appointing an Assistant Head to oversee the transition and merger of the nursery. All leaders have a key role in monitoring quality of teaching and learning and outcomes for disadvantaged groups. The impact has been more evident in Reception with 89% achieving GLD and 50% of disadvantaged pupils reaching this standard. I am confident that this change in focus and approach has led to genuine

improvement in the quality of teaching which in turn has resulted in the narrowing of gaps in progress that we are now seeing. We still have a long way to go, but the strategy for the long term.

Keeley Ungerechts, Headteacher, Sowerby Community Primary School

St John Fisher is a faith school situated in a middle-class town with less than 10% of students eligible for Pupil Premium funding. Outcomes of Pupil Premium students lagged behind those of their peers, for example in 2015 83% of all students achieved 5A*s-C, while 47% of students eligible for the Pupil Premium achieved the same measure. The profile of Pupil Premium students was not as high as it could be in staff's thinking and there had not been great consistency in who was responsible for Pupil Premium students within the school.

Enquiry Questions

The key areas of focus we decided to focus on was why there was an achievement gap, consider how to make staff more aware of best practice, work out how to offer greater support earlier to disadvantaged students and to consider if there should be changes in whole school policies that could support all students and therefore by definition disadvantaged students.

Rationale

The need to focus on the achievement gap was linked to many of the other areas we decided to focus on. For example the decision to improve the whole school approach to marking and feedback and to begin introducing resilience and metacognition to students from Year Seven should have long term benefits to all, not just the disadvantaged. We were also conscious of the fact some students who are eligible for the Pupil Premium were not high profile and we wanted to ensure all those eligible had access to a mentor who could check in with them and offer advice. Finally we needed to ensure that intervention was happening lower down in the school and that the disadvantaged were included where appropriate.

Actions

The Assistant Head teacher for outcomes meets with the Heads of Key Stage Three Maths and English at reporting points to discuss the progress of all, one clear focus is progress of those eligible for the Pupil Premium. There is less tolerance for Pupil Premium students below expected progress and they receive extra support at Key Stage Three. All line management meetings after reporting points in Key Stage Four have a specific section focusing on Pupil Premium achievement and this is fed back to class teachers as well as informing the need for extra support.

The monitoring of funding to ensure Pupil Premium students have fairer access to school trips has improved. The school automatically funds day trips and events such as theatre trips and well as paying for music lessons for those interested.



Greater effort is made to engage with parents to ensure attendance at parent's evenings and awareness of events such as Easter School. Initially a barrier was the fact we have a large catchment area and parents struggled to attend events. We have tried to build up more personal relationships by phone or email to overcome this barrier but it is still an area for development.

To ensure as many disadvantaged students have an easy and accessible point of contact we have created pupil progress champions and peer listeners. All disadvantaged students see a pupil progress champion or a peer listener unless their parents have specifically requested not too. Pupil progress champions are members of staff while peer listeners are specially selected Year 11 students.

We have created a school wide marking policy based upon what went well, even better if and a student response. This was not solely aimed at disadvantaged students but took notice of the importance of high quality feedback and a feeling that in the past glib praise was used too often.

We have begun a school wide focus on metacognition and resilience partly as a result of the impact of presentations we had at Achievement Unlocked events. The Head of English and Heads of Year are taking the lead in training staff and then using form times, some English lessons and assemblies to work with students. This is an area in its relative infancy and one we intend to build upon in the next two years.

Monitoring and Evaluation

Marc's two visits have been extremely useful in a number of ways in helping us to reevaluate our priorities. 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. Our attempts to improve Teaching Assistant subject knowledge will only succeed if it leads to a cultural change in their deployment which isn't always possible for practical reasons.

Impact and Wider Learning

Our outcomes at GCSE in 2016 suggest there has been a clear impact. Our disadvantaged students positive progress eight score was higher than the overall school outcomes. In terms of the basic measure of achievement in English and Maths 83% of disadvantaged students achieved a C or above, this was exactly the same figure as the school achieved overall (there had been a gap of 24% in 2015). If we took the previous measure of 5 passes at C or above including English and Maths our improvement was even clearer, from 47% in 2015 to 74% in 2016.

More generally most staff and certainly middle leaders are much clearer in their focus on disadvantaged students. There are much closer links between senior management and the mentoring team in regard to support for disadvantaged students and measurement of their progress. Finally there are whole school changes in practice in regards to marking and feedback and metacognition which have at least partly been inspired by our involvement in the programme.

Number on roll: 201

Proportion of disadvantaged learners: 21%

About: Developing the use of teaching assistants, quality first teaching and self-esteem to improve attainment for all disadvantaged learners across school.

Context

St Marys Catholic Primary School is an average sized one-form entry primary school situated in the historic town of Knaresborough, on the outskirts of Harrogate. The vast majority of pupils are of white British heritage. 8% of pupils are of Traveller heritage and 9% are eligible for Pupil Premium funding. 14% SEN children, higher than the LA average. The majority of pupils are from the local area and walk to school however there are some pupils who travel from the smaller villages outside the town as we are the only Catholic school in the local area.

Rationale

Whilst attainment at St Mary's is high compared to the national average and local authority, pupils who are from disadvantaged backgrounds do not make the same rate of progress as their peers. We believed that the quality of teaching and learning for these pupils is the same however additional provision needed to be developed to help them to achieve their potential. Whilst the disadvantaged pupils were the primary focus for this study, we have also taken into account the opportunity to improve learning for all at St Marys through our participation in this project.

Actions and Impact

Before deciding on the focus for our study, we considered the following questions:

1. To what extent do teaching assistants currently impact attainment in our school?
2. Can we further personalise learning so that all pupils' needs are met daily?
3. Is a positive learning culture embedded across school in all stakeholders?

For each of these focus areas, actions were implemented:

To what extent do teaching assistants currently impact attainment of pupils in our school?

- All teaching assistants were observed in class and discussions took place regarding their interests and skill-sets to support their placement around school.

Observations indicated that TA's worked effectively 1:1 with pupils during lessons to further develop understanding and



support behaviour. TAs felt happy in their roles and were keen to share suggestions for their own CPD next year.

A self-evaluation audit was completed by TAs and teachers to assess the current strengths and areas for development in support staff.

- Teaching assistants and teachers had very similar, positive views about their impact on learning in school and their role within the classroom.
- Personal Performance Management targets have been linked to findings from the audit
- A training day was used as an opportunity for Teachers and TAs to discuss the audit and write a TA checklist to be used in all classes. This included the expectations as to what a teacher can expect from a TA each lesson. It included who to work with, learning expectations, how to give feedback to child and teacher and involvement in lessons. These clear expectations were agreed by both parties.
- Training was given on what strategies TAs could use to insure the greater independence for learners with the minimal TA input. A process of self-scaffolding, prompting, cueing, modelling and then finally correcting was implemented as a way of achieving more independence.
- TA and teacher talk time has been increased by using assembly time and where possible time straight after lessons to give immediate feedback on learning and so can influence planning.
- CPD requirements and requests were collected from TAs.

TAs have taken part in Level 1 Autism training, as requested in the CPD audit as this is becoming an increasing area of need in our setting. Training days on First Aid, Pupil Restraint, Scientific enquiry and Cerebral Palsy support have also been well attended by support staff. Internal training provided by class teachers has also taken place on Phonics, Spelling, Calculation and Problem Solving.

Can we further personalise learning so that all pupils' needs are met daily?

- Maths pre-assessments implemented Y1-Y6.

Weekly pre-assessments are used Y1-6 for maths to inform pre-teaching interventions during daily target time and to support the use of fluid and daily changing maths groups. These fluid groupings ensure that learning is personalised based on specific need of pupils. Adult support in lessons is alternated to ensure that all pupils receive time with their teacher as well as an opportunity to work independently.

- Targeted interventions based on current attainments gaps to be implemented.

Intervention groups change daily depending on pre-assessments and outcome of quality marking and feedback by teachers. This ensures that no pupils 'fall behind' and therefore gaps in knowledge are fewer. Where gaps in knowledge do exist, they are identified and acted upon immediately and efficiently.

- More fluid groupings in lessons to be used by all teachers across the curriculum, including mixed ability.

A more personalised form of learning now takes place in all classes as groupings for lessons are decided daily, based on pre-assessment and marking data.

- Timetabled 'planning' and 'work' time on weekly timetable for teachers to focus on disadvantaged learners.

Teachers use this time weekly to plan for and work one-to-one with disadvantaged pupils to accelerate progress. In particular, this time is used for editing and improving writing.

Is a positive learning culture embedded across school in all stakeholders?

- Conduct pupil interviews about their perceptions of school life and offer potential improvements.

Pupil views gathered in Summer 2016 showed that pupils felt safe, nurtured and challenged at St Mary's. Pupils felt that all adults in school were working well together to keep them safe and ensure maximum learning opportunities.

- A 'growth mindset' project – with the support of parents – initiated.

This project has yet to be 'officially' implemented however a significant increase in pupils' willingness to make, embrace and learn from errors in their work is clear. This has happened as a result of the exhaustive marking and feedback policy with is implemented rigorously throughout school.



Number on role: 181
Proportion of disadvantaged learners: 9.9%

About: Raising aspiration and empowering disadvantaged pupils to unlock achievement.

St Mary's Catholic Primary School is a medium sized, single form entry, voluntary aided primary school. As a voluntary aided primary school parents choose to send their children to us for the Catholic ethos; resulting in pupils with a rich variety of backgrounds. In addition, the community has become increasingly diverse in recent years with more families moving into the area; both from other parts of the country and from outside the UK. While this has been a welcome change, bringing diversity and enrichment, it has also presented new challenges that, historically, the school has not faced.

The percentage of disadvantaged pupils is not high in comparison to other schools and internal pupil tracking shows that most pupils are making progress in line with their peers. However, end of key stage data showed there were a few individuals who just were not reaching target levels. In 2015 progress for KS2 disadvantaged pupils was identified as a weakness for the school in our inspection dashboard.

In response, through professional discussion, we decided to analyse and evaluate teaching and learning throughout school to identify areas for development. Our achievement unlocked aim therefore became:

For all pupils to access quality first teaching at the point of delivery to secure raised attainment for all with a particular focus on the needs of vulnerable groups. (EAL, PP and SEN)

Within this overarching aim three additional strands were identified within our action plan.

- For Pupil Premium children to achieve ARE through the use of targeted interventions to address gaps in learning.
- For pupils to develop positive learning behaviours such as metacognition and growth mindset in order for pupils to become lifelong learners.
- For all involved in leadership and management to keep the "Closing the gap" agenda at the centre of school initiatives.

The Way Forward

A shared vision was paramount and time was spent discussing and identifying the key barriers for our vulnerable pupils. It soon became clear that one of the fundamental problems was the pupils own self-concepts. This was supported by pupil questionnaire that showed poor growth mindset for many of the target pupils. For actions to have the greatest impact they need to become embedded throughout

the school so although many of our pupils showed a good growth mindset work was begun throughout the school to make this a priority for both pupils and staff. Actions included:

- Revision of the school reward system to celebrate resilience and effort.
- Class initiatives where all classes develop their own ways to support positive strategies.
- The word "yet" became embedded around school.

This work really took off, with all pupils and staff really engaging with the concept. In a very short space of time we began to hear people talking about how they struggled with something but kept trying and could do it now. Pupils and staff were delighted with every success and the positive ethos spread. School council members shared initiatives with cluster schools and staff worked with our partner school to share good practice. The 2016 health questionnaire showed scores on resilience and wellbeing were higher than the LA. The Growth Mindset questionnaire also showed improvement for the focus children who spoke confidently about how they enjoyed challenge and knew that perseverance would provide success.

Alongside this work on emotional wellbeing, school identified action points supported by the Sutton Trust research. Quality first teaching has been shown to have the greatest impact on outcomes. A programme of staff CPD was initiated involving both teaching and support staff. The aim was for all pupils to access quality teaching at all times. Reading and maths had been identified on the school development plan as areas for development. Training included work on depth and mastery in maths and the whole school approach to guided reading was reviewed and developed.

Initial feedback from pupils and staff showed renewed enthusiasm and energy within lessons. Pupils were actively involved in their learning. New class texts stimulated discussion resulting in renewed enthusiasm for reading. Project X and Bug Club were used to further engage reluctant readers, some to the point where they rushed into school to engage in their next reading session.

In total over 20 CPD opportunities were accessed by staff with the majority accessing over 50% of these. Renewed confidence and enthusiasm could be seen throughout the school not only from staff but from pupils. Within staff meeting non-negotiables for quality teaching were agreed. These now form the basis for lesson observations and learning walks.

Outcomes, impact and next steps

- Pupils who previously feared to fail are now enthused and show increased resilience. Work on growth mindset has

evolved into metacognition work which will take us forward to becoming a reflective school for all.

- Staff have been empowered to provide quality first teaching for all. New initiatives in reading and maths have engaged staff and pupils creating a buzz of an enthusiasm for learning around the school. In 2016 outcomes for disadvantaged pupils featured as a school strength in the inspection dashboard.
- Interventions are limited and precisely targeted. Impact is continuously evaluated to ensure only effective interventions are used. The use of support staff in class is the focus of school development this term so that the school can move forward knowing pupils are supported in the correct way to become independent learners.
- Leadership at all levels within the school continuously focus on identifying and removing barriers to learning for our vulnerable groups. Moving forward, the aim remains quality first teaching for all to remove limitations on achievement.

The whole Achievement Unlocked process has been exciting, challenging and rewarding. We hope that rather than drawing to a close it will be the first step in continuous improvement of provision in order to raise aspiration and empower all.

Fiona Robertson, Headteacher, St Mary's Catholic Primary School



About

Analysis of our current 'live' SDP to place improving provision for our disadvantaged pupils at the heart of our key priorities.

Context

We are a vibrant, happy and determined community. The vast majority of pupils enter the Early Years Foundation Stage with abilities significantly below age-related expectations in all areas of learning within the EYFS framework. Throughout the school, staff are a committed and hard-working team who are keen to improve their practice, to become 'inspirational staff', through sharing pedagogy within a newly-embedded culture of reflection and challenge. The authentic care they hold for pupils results in a mutually respectful climate in which even the most disadvantaged pupils thrive. However, we are aware of the low expectations and aspirations of some parents with regard to learning and behaviour and as a result, we are committed to working alongside and supporting parents to ensure this is not a barrier to learning.

In July 2016

Reading – The proportion of PP pupils attaining ARE or better is lower than that for Non-PP pupils in all year groups except Y1. The negative gap is greatest in Y2 (25%).

Writing – The proportion of PP pupils attaining ARE or better is higher than non PP in KS1. The negative gap is greatest in Y3 (71%).

Maths – The proportion of PP pupils attaining ARE or better is lower than that for Non-PP pupils in all year groups except Y1. The negative gap is greatest in Y3 and Y4 (38%).

Actions

Key priorities were chosen:

- Ensuring high quality first teaching for ALL pupils, with particular reference to disadvantaged children
- Forensic scrutiny and monitoring of our Pupil Premium children leading to raised attainment
- To raise aspirations for all pupils, leading to an improvement of educational outcomes and attainment.

In order to promote high quality first teaching for all, we invested in staff CPD, targeting our SDP priorities. Consequently, the principles of QFT, bespoke guided reading training and the use of manipulatives in maths were prioritised.

Raising the Profile of Pupil Premium

As part of the project SLT raised the profile of Pupil Premium provision with the staff, leading to a full audit of Pupil Premium provision and resulting in a focused and prioritised action plan. The same audit was then conducted several months later and many improvements were noted. As part of increasing our focus on Pupil Premium students, the idea to create a forensic scrutiny of the progress and attainment of Pupil Premium children – was formed.

Class Action Plans

Class Action Plans have played a significant part in our Achievement Unlocked project. Each teacher uses his/her data to do a forensic analysis of how each group in the class is performing. This overview is analysed in depth and broken down further so that each Pupil Premium child is identified in relation to each subject. Within subjects, the teacher comments on:

- Progress
- What factors are holding up/leading to accelerated progress?
- What implications for next term?
- Impact

These action plans are reviewed termly and also form part of SLT's regular monitoring.

Impact

As a result, staff have spent valuable time analysing CAPs and implementing actions. Teachers now have a forensic knowledge of all Pupil Premium children in the class for every subject. Reviewed CAPs clearly demonstrate where progress

TABLE 1: Narrowing the Gap

Subject	Year Group	Gap between Pupil Premium and non-PP in % of those on track to meet ARE Oct 16 – Jan 17
Reading	Year 6	17% decreased to 8%
	Year 5	26% decreased to 5%
	Year 4	10% decreased to 2%
Writing	Year 4	15% decreased to 4%
Maths	Year 2	28% decreased to 18%
GPS	Year 5	45% decreased to 5%
	Year 4	57% decreased to 5%
	Year 3	19% decreased to 5%

is evident. Teachers share CAPs with SLT in termly professional development meetings.

Significant improvements have been noted (see Table 1).

Further Actions – Blogging

Developing high levels of professional dialogue for all became a priority. Peer coaching (introduced in Sept 2015) enabled staff to increase their level of professional dialogue and challenge whilst allowing each other to engage in structured discussion about their own practice. Reflective blogs were introduced to all teaching staff in Sept 2015 and all teaching assistants in September 2016. We wanted all staff to develop instructional skills in a non-threatening, non-evaluative atmosphere, and learn new ideas and approaches from their colleagues. Through blogging, we wanted teachers to reflect deeply, innovate and experiment - resulting in an increased confidence in teaching.

Impact

Staff blogs clearly demonstrate practitioners are more reflective about what they are teaching and how they are teaching. The most effective blogs demonstrate that TAs are now reflecting more critically and constructively – even referring to wider research to corroborate thinking and ideas.

The questioning of SLT provokes a reflective response and both aspects of challenge and support are evident. As a result, teachers and TAs are considering how they can maximise pupil progress at all times.

Investing in Cultural Capital

As a school we have become relentless in our aim to raise aspirations and broaden horizons within the school community. As a staff, we defined 'Cultural Capital' and questioned parents and pupils to establish what both groups identified the priorities to be in terms of developing cultural capital. A Stakesby 'Calendar of Events' sets out the entitlement of every child as they progress through the school.

e-readers

Participation in the locally-arranged project to support reading in year 4. Each child in the cohort has been given an e-reader to use during the school day and at home. There is an online library of books for the children to access.

Impact

Renewed enthusiasm to read has been evident in class. Prior to the project, there was a 29% gap between Pupil Premium children and non-Pupil Premium children on track to achieve age related expectations. This difference has now diminished



to 2%. Using ereaders has also heightened parental engagement.

Wider learning

We believe that by placing disadvantaged pupils at the heart of our provision via our SDP, Pupil Premium has become a much greater focus. Class Action Plans have provided forensic analysis and staff accountability and audits have provided scrutiny and informed actions. Raising quality first teaching and promoting cultural capital has removed ceilings and raised expectations of all pupils' capabilities and ereaders have promoted reading to all pupils giving every child the same access to a wealth of literature.

During monitoring activities, both internally and externally, the roles of TAs was identified as an area needing to be developed. Although many of the TAs are highly skilled and worked effectively in some cases, there was sometimes lack of direction on a day to day basis in their job role and this needed clarifying. TAs were aware of the EEF research about the impact vs the cost of TAs on attainment and progress.

After attending the Maximising the Impact of Teaching Assistants (MITA) training both myself and the headteacher were inspired to develop the TAs' role and formulated a clear plan to move forward.

The first training day of 2017 was dedicated to the MITA programme. Prior to this day all staff were invited to take part in the MITA online survey. The results of these were shared in the training day.

The online survey did not uncover any surprises however it certainly highlighted the areas that we thought needed addressing: communication between teachers and TAs, TAs were leading interventions and teachers worked with the more able and middle groups of children whereas the TAs were generally:

- working with the children with SEN
- working with less able children

During the training day, which was named 'Maximising the Impact of Teaching Assistants (and Teachers)' as the teachers directed the TAs, all staff identified the barriers to TAs being maximised through communication and training. These aligned with school leaders' thoughts in school and the online survey. A TA crib sheet was distributed that collated all the ideas we had gained as a school from the MITA course, external monitoring and our own practice. This outlined how to be flexible with TA support in class to allow the most effective support for all pupils. The pupils' independence and resilience was also a main focus as the school had previously evaluated this to be a barrier to learning. Some pupils were supported to the detriment of their independent learning.

What is the least amount of help you need to give a pupil for them to succeed?

After the presentation, the teachers and TAs had dedicated time to discuss their roles in class and complete both the T/TA agreement (which exemplified the roles during each part of the lesson that the TA could do) and a timetable to show when interventions would happen. There was a buzz as you walked around the school that afternoon. Teachers were sharing data and discussing groups of pupils and individuals. The TAs commented that they understood how the focus groups were formulated and why, having a greater awareness of the journey of each child. The timetable and agreements were all to be submitted to me by the end of the day – and they all were!

As all the staff valued the time to communicate at the beginning of each session, it was agreed that most TAs would start at 8:30am, 10 minutes before school started. This impacted on TA contracts adding 10 minutes to 20 minutes on the morning. As the budget for TAs could not be increased, the TAs would have time paid back at agreed times of the week or month. This has proved invaluable and underpins the progress made already and the further progress to be made.

Even though it has been less than 1 month since the training day the impact on the confidence, knowledge and how the TAs are used to support learning is vast.

TAs are now regularly taking the class during specified times, such as the register/early work/story time, to enable the teacher to work with disadvantaged groups interventions and on pre and post teaching activities. Teachers are now much more in control of the interventions that are taking place in their classes and disadvantaged groups are getting more input on this.

TAs are working more seamlessly with the teachers, scribing words on the board whilst the teacher is addressing the pupils, allowing the teacher to have continual engagement, sitting at the front of the class modelling for all and supporting identified children, whereas previously they would have sat at the back to be less intrusive.

The classrooms have a learning 'buzz' to them as you enter, with children actively collaborating and both the TAs and teachers supporting groups of children. This support being for the minimal amount of time, with the adults moving on, assessing the learning as a team.

Through the T/TA agreements the TAs have a far clearer understanding of what the teacher wants them to do during and lesson and how this is supporting the children and enabling them to progress with their learning.

Monitoring is key to developing this practice further, along with staff CPD. Although many TAs and teachers have changed the way they work, there are still lots of ways to develop further. The TAs linked to SEN children with EHCPs continue to work very closely with individuals and to promote independence. This needs further discussion and will be developed next half term.

The teacher/TA agreements will also be used to support monitoring, to highlight practice seen and update the agreements to develop them further.

MITA will be the main content of the TA performance management targets to help develop all TAs in their specific job roles, accelerating the progress of the pupils in their class and developing independence, as well as supporting the teacher.

There has certainly been a shift in culture in the school in the way in which TAs are used to support the teacher and the pupils. This will continue to develop as we go forward in our journey and will translate into better outcomes for all children.

Sally Pitts, DHT, Starbeck Community Primary School

Number on roll: 278

Proportion of disadvantaged:

Context

Our pupils often struggle Literacy and language skills. For Nursery, it is often in these areas where on-entry data shows the lowest entry points. Typically, pupils are well below in communication and language skills. Historically this legacy still continues to hold pupils back as they enter Key Stage 2. Whilst vulnerable pupils receive specific intervention, it is often pupils who are marginally better who 'miss out'. Often these pupils will have been 'working at' in the Year 1 phonics check but without the phonics skills embedded and learnt at a superficial level, they often struggled in KS2. This meant that when these pupils moved into KS2 – where they were not having daily phonics lessons, this understanding was not secure. Our other significant concern is although intervention is useful; taking pupils out of lessons creates further gaps in understanding.

In September 2015, our school began to look at mindsets and the impact that this could have on pupils' learning. Our findings indicated that although pupils understood what growth mindsets were, they were not embedded in our school's approach to learning. Monitoring indicated that pupils could be passive and lacked motivation for learning. Based on the expectancy-value theory of motivation, we decided that working on mindsets would increase pupils' level of expectancy.

As part of 'Achievement Unlocked' project, we wanted to address:

- Literacy skills for vulnerable learners
- Meta-cognition – especially growth mind-sets.

Methodology

- Provide additional literacy support for pupils outside of school time e.g. breakfast clubs and afterschool family reading clubs.
- Work in partnership with an independent provider to develop pupils understanding of growth mindsets and meta-cognition.

To provide additional literacy support we were conscious not to encroach on teaching time and secondly to create a system where targeted pupils could be supported by work at home. For KS2 pupils this was done by creating IDL breakfast clubs (<http://www.idlcloud.co.uk/#principles>), lunch clubs and assembly clubs. IDL is a cloud-based literacy support, designed to support pupils where there may also be dyslexic tendencies (which we felt from speaking with class teachers that this may also be a contributing factor). Pupils were given

headphones with a microphone to access content at home. For KS1 pupils this was to be through afterschool story with parents' sessions where good modelling and story sharing skills were to be modelled and shared with parents.

As part of research, senior leaders visited a school which had successfully implemented mindsets and could demonstrate a positive impact on pupil outcomes. A consultant had delivered significant amounts of training and this has given the project a high profile. This aspect of the project is still continuing and will come to an end in July 2017. We have chosen a group of mindset ambassadors that have created base-line assessments of their attitudes to learning.

Impact/Other Learning

- After-school clubs for literacy were unsuccessful.

Despite our best efforts after-school literacy clubs for most pupils were not successful due to poor attendance. Many pupils in the group already had existing after-school commitments e.g. sports clubs or other siblings in school which meant that parents/carers were less likely to wait whilst pupils went to additional after school interventions. After a short period of time we re-organised sessions to take place during school lunch-times.

- Breakfast Clubs were very successful.

Parents and pupils were keen to come to breakfast clubs. Parents found that bringing children to school 15 mins earlier was not a problem and pupils were keen to come into school and start their learning. Pupil discussions indicated that they liked the on-line aspects of learning.

- If you can relate both on-line learning and in-class learning closely together it makes significant impact

The same member of staff led IDL group, analysed data with a senior leader (we would rank this activity as very significant) and then worked with pupils in-class for guided reading, this led to significant gains in progress in reading and spelling. Typically this group has made the most progress of all. (See table 1)

- IDL does have impact.

(See table 2) Pupils made progress and will continue to make progress. The simple layout and sequence to IDL keeps learning focused and ensures that pupils focus on the right aspect of their learning.

Conclusion

IDL has made a positive impact on our pupils – especially phonics. There have been improvements in pupils' spelling – although not quite as significant as for phonics. Our work with growth mindsets is still underway and our re-interviews

TABLE 1: Progress of Pupils With IDL Support and Combined Specific TA Support

IDL group 1 Name	IDL	
	Reading	Spelling
1. A	+7m	+13
2. E	+7m	+5
3. D	+9m	+7
4. T	+9m	+2
5. H	+8m	+2
6. J	+9m	+8**
7. M	+20m	+10
8. C	+4m	-4
9. A	+7m	+11
10. R	+6m	-15**
Average points progress	+8.6m	+3.9
Proportion of pupils making progress	100%	80%

This group includes a pupil with high needs for SEMH, whose spelling outcome was not reflective of progress made. Without this pupil's data spelling = +6months progress

TABLE 2: Pupils With IDL Support in Breakfast Club – Group 2

IDL group 2 Name	IDL	
	Reading	Spelling
1. K	+	+**
2. Vi	+	+**
3. C	+5m	+7m**
4. E	+7m	+3m**
5. G	+9m	+3m
6. A	+5m	-2m
7. A	+11m	-6m**
8. N	+7m	-4m**
9. M	+	+**
10. S	0m	+4m**
11. M	+3m	+13m**
12. J	+10m	+4m**
13. D	+7m	+12m
14. S	+4m	+12m
Average points progress	+6.2m	+4m

TABLE 3: IDL Support in Breakfast Club – Group 3

Group 3 Name	IDL	
	Reading	Spelling
1. L	+2m	-1
2. Z	+11m	+7
3. R	+5m	+7
4. F	+2m	+11
5. T	+	+**
6. P	+12m	+0**
Average points progress	+4.4m	+5m
% of pupils making progress	100%	60%

of mindset ambassadors' indications are cautiously positive. Our next step is to look for evidence in pupil progress and attainment information.

Richard Chandler, Headteacher



Number on roll: 265
 Proportion of disadvantaged learners: 11%

Context

Prior to the project, Thorpe Willoughby was aware of the importance of children having a positive mind set and resilience as key elements for children to achieve and attain. Our Pupil Premium funding was used to support children through additional provisions such as catch up interventions, ensuring that they could access any residential visits and incentives such as paying for breakfast club/ after school care at the out of school club. Although we were aware that these had some impact we felt that our actions lacked focus and thus strength of impact.

On looking at our data we concluded:

- Improving outcomes at EYFS was a priority, especially summer born boys' writing.
- Spelling was a weakness.
- Handwriting was preventing children achieving greater depth.

We felt the key to improvement in these areas was promoting a positive mind set and look more creatively at our approaches. Although handwriting might be seen as less important target we felt that this would also promote pride in work and a real sense of achievement as progress can be seen so visibly in children's books. Scientists at John Hopkins University showed that practising handwriting changed which brain regions were being activated and demonstrated that these changes resulted in almost immediate improvements in reading fluency and the development of the neural pathways needed for reading.

(<https://www.logicofenglish.com/research/handwriting-spelling>)

Growth Mind Set

- SLT attended metacognition event as part of Achievement Unlocked. This inspired us but we knew that it was very important that the same, strong message came from every adult working in school.
- Headteacher led two sessions for teachers and TAs on Growth Mindset and metacognition. (gods attended one or other). This ensured a shared approach that already chimed with our ethos and values.
- Staff shared Growth Mindset with children, used in lessons, assemblies and reflected in displays. This gave it high status.

- Use of Growth Mind set language included in appraisal targets. Staff were aware of their role and accountability
- Lesson observations included the monitoring of use of this language. Identified as a strength in lesson observations.

We applied to take part in two action research projects as we hoped to learn from others as well as looking more forensically at our own approaches.

Project 1 Developing fine motor control for identified Year R/ Yr 1 pupils. We had identified that weaknesses in moving and handling, exploring and using materials have had an impact on children's ability to sustain writing.

This was a project completed with Barlby EMS (SPLD) and a local primary School to appraise the impact of a newly created intervention. Sue Coward, Barlby EMS, monitored the impact and drew together the case study reflecting the findings. Our EYFS Governor helped to run the project so was in a good position to monitor on behalf of the governors.

Success criteria:

- Children had correct pencil grip.
- Correct letter formation.
- Build up muscle strength needed for handwriting.
- Gap between peers reduced.

The project was successful. The children involved enjoyed participating and this 1-3 input promoted their positive self esteem.

Project 2 Promoting boys' writing in early years

This was a project that involved working with several other schools / settings and Thorpe Willoughby Child Centre. We became involved as we noticed through our data that boys' writing (particularly spring and summer born boys) was an area of weakness. The project changed several areas of our practice. The impact continued in Yr 1. As 46% of children were summer born they needed another term to embed the progress so that it was reflected in their writing results.

TABLE 1: Impact on Writing for Children Who Started School in Sept 2015

Writing	On entry EYFS	End of EYFS	Feb 17 (Yr 1)
Emerging	86%	47%	20%
Expected	14%	40%	33%
Exceeding +	0%	13%	47%

PP (3 children) on entry 66% below ARE, 33% ARE
 Feb 17: 33% WT, 33% ARE, 33% exceeding

Handwriting

All staff undertook a baseline based on the NC requirements.

We introduced 'The line of excellence' so children could use their own writing as a positive model of expectations.

We ensured that all adults modelled the school's handwriting policy.

Focus group: Pupil Premium children. Head teacher monitored in detail. 100% made good progress.

All children: Our quality assurance showed an improvement in presentation. Substantial increase in children who have pen licences. 52%, KS2.

Next steps:

Agree a common language for the teaching of letter formation.

Spelling

We used some of the project money to give quality whole school phonic training. This provided some new teaching and learning strategies (and reminded us of some we used to do!).

We upskilled KS2 teachers so that they were better able to meet the needs of their children.

We raised profile of the key spelling words.

Children were tested in March 2016 and retested in July 2016 based on the common exception words.

TABLE 2

Year	July 16
1	+19%
2	+20%
3	+42%
4	+16%
5	+23%
6	+18%

Next steps:

Retest children Feb 2017 to monitor impact of whole year.

Conclusion

The most significant impact has been the use of Growth Mindset. The belief of both children and adults that an improvement can be made.

The use of the action research data was also very powerful. It helped us to look at our practise and to consider strategies that worked well for our school to incorporate in our provision.

Number on roll: 186

Proportion of disadvantage: 9%

Context

Prior to embarking on this project, a large percentage of Pupil Premium funding was spent on teaching assistant support; catch-up intervention and supporting trips. The catch-up interventions were proving successful and impact was evident but only for a small percentage of children.

Due to the sample size of our disadvantaged learner numbers, they have previously been difficult to track. This is also coupled with the fact that over half of our families eligible for Pupil Premium are from Gypsy, Roma, or traveler communities (GRT).

We track our learners on a 13 week cycle which enables us to capture data on week 10 and provide interventions after pupil progress meetings. Due to the low numbers of disadvantaged children, it enables us to discuss each child in depth at termly pupil progress meetings.

Benchmarking shows we have more teaching assistants than similar schools. They are trained effectively on interventions and timetabled well to plug gaps but we felt we needed to pick apart the Education Endowment Fund (EEF) toolkit and find out where further improvements needed to be made. We were aware of the cost versus impact graph produced by the EEF, and have noted that in response to our OFSTED feedback in 2015, we needed to reconsider how we are providing feedback to children and how they were utilizing that feedback. We had also applied to be part of the EEF trial for 'Changing Mindset' which started in September 2016.

The 'Achievement Unlocked' project gave us permission to looking at more whole school initiatives with our Pupil Premium money which would significantly up-skill the workforce and which in turn would have an impact on pupil's attainment and achievement.

As part of the 'Achievement Unlocked' project we wanted to ensure we could:

- Raise attainment and ensure at least good progress for all disadvantaged children across school given their starting points.

The priority for this was to ensure all children to received quality first wave provision.

- Enable teachers to provide incisive feedback.
- Enable the improvement teachers' questioning and their 'mind-framing'.
- Encourage children to have a greater depth of understanding and increase pupil engagement.

- Ensure children were given the opportunity to display positive attitudes to learning
- Improve attendance – particularly for our GRT children.

After having been part of the EEF 'Evidence for the Frontline' project we have noticed the impact of understanding the importance of research. Since then, we have applied to be part of Working Memory Project and Catch-up Numeracy, for which we are part of the control group. We will however, receive training on the intervention for next year.

Project Actions

Raising Attainment

Staff know how to impact on pupil progress and attainment from in depth knowledge of barriers to learning. Due to smaller numbers of disadvantaged learners, staff reflect on children's performance. This is done through pupil progress meetings, book scrutiny, pupil interviews and case studies.

Impact – Performance of Key Stage 1 disadvantaged learners seen as a strength in Raise Online report 2016. All disadvantaged children making expected progress and some making more.

Metacognition

After the presentation from the Headteacher of Rosendale Primary and linked with EEF research as well as our OFSTED targets, we embarked on a journey to support children in learning how they learn. Whole school approach was adopted and now 45 minutes each week is dedicated to metacognition.

Impact – Pupil interviews pre- and current metacognition show an improvement in children's understanding of how they learn. As a result, children are becoming more self-evaluative and this has really helped teachers to feedback to priority children.

Mind-frames

We worked with Challenging Learning to deliver training to staff based on John Hattie's 10 mind-frames for learning. The mind-frames are displayed in the staff room and revisited, encouraging staff to be reflective practitioners. Staff have decided they would like to focus on 'I collaborate'.

Impact – this is a recent development, so not yet measurable. This will link into future training on coaching conversations and teacher partnerships.

Maximising Impact of Teaching Assistants (MITA)

A dedicated training day focused on increasing ownership of the teacher and how best to use their teaching assistants (TA) more effectively. Whole staff questionnaire was analysed by

headteacher and SENCO. Where were the gaps? Teacher Tracker focused on use of TA's.

Impact – Observations have shown far more effective use of TAs. Teaching Assistants 'even better place work' interviews have also shown a positive impact on their diagnostics.

Pastoral Care

We have created a pastoral centre at the school called 'the hub' where children can work on preventative interventions relating to their health and well-being. TAs are released for pastoral care four afternoons a week. Training has been received and cascaded to other members of staff.

Impact – questionnaires of children show they appreciate this additional support. Quantitatively, across STAR Alliance there is a positive impact. In our case study of Y6 children last year showed positive progress score between 0.5 and 2.6.

Feedback

This is an OFSTED target 2017

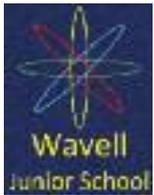
Sometimes, the guidance provided in teachers' marking does not help pupils to deepen their understanding and reasoning. New feedback policy was designed by staff with response time built into timetable. Children have greater opportunity to deepen their understanding and also respond to further challenges set by the teacher.

Impact – Progress has been noted in books, children are responding to challenges to deepening understanding as well as addressing misconceptions. 'Big Write' books have had positive impact for parents as they go home with children. This addressed a target for the school to highlight progress made by children to their parents.

Overall Impact

The project has really helped us to reassess how we approach disadvantaged learners and the impact we can have on them. The continuous professional development provision at school has improved greatly and this has had a direct impact on our disadvantaged learners. The project has also helped to guide us to make effective and informed use of research and evidence based information.

Justin Reeve, Headteacher



Number on roll: 200
Proportion disadvantaged: 13.5%

Context

We are a two-form entry school on Catterick Garrison. Our number on roll changes frequently indicating high mobility (48%) because we are a predominantly military community.

Our Pupil Premium is relatively low and this does not accurately reflect our school community. Currently, we have 87% of children in receipt of Service Premium and for 26 other children, nine benefit from Pupil Premium – indicating the low-income backgrounds for our non-military families.

Aims

As part of 'Achievement Unlocked', we identified key aims to enhance provision for our disadvantaged children. A key priority was to create a better experience around playtimes because pupils reported that they were experiencing a lot of aggression. This could perhaps be linked to a 'hierarchy', which may be rooted in military ranking, being reflected in pupils' attitudes and behaviours at playtime. Pupils felt isolated, alone and felt they could not play as they wished. Our Pupil Voice survey reflected opinions from different groups:

"I don't enjoy playtimes. There's nothing to do and sometimes I get knocked over when the big boys play their rough games."

Playtime behaviours were having a negative impact on behaviour for learning within the classroom and class teachers were dealing with incidents before learning could resume:

"Year 3 blame us if something happens at playtime. [Our teachers] have to sort everything out when we come back into class."

Children often did not feel that there were enough adults outside. Staff identified that playtimes were not a positive experience for disadvantaged pupils who often felt left out by peers, ignored by adults and bored due to lack of equipment.

Initially, the duty rota was changed so that more staff were on duty at playtime. This gave pupils opportunities to speak to adults as incidents occurred, rather than reporting to their class teachers back in lessons. Teachers reported the positive impact of this action within a short timeframe.

Teaching Assistants (TAs) and Midday Supervising Assistants (MSAs) were trained to deliver and take an active role in various outdoor games to engage children. Our disadvantaged pupils were made known to TA/MSAs, who observed them and their participation/interaction in games. It was noted that the majority were fully engaged and

motivated to join in with their peers. TAs reported that there was far less 'falling out'; that some children were beginning to play with others that were not in their class or year group.

Assistant Headteacher has worked alongside a specialist PE Teacher to launch training for Y6 'Play-leaders'. Through an assembly launch, it was made clear that this was a position of responsibility would take time and dedication, and children were selected based on their responses to questions, including:

- Why do you want to be a play-leader?
- What skills do you think a play-leader needs?
- If you saw a pupil who wasn't having a good playtime, what could you do to help them?
- What play equipment do you think we need?
- What impact should a play-leader have at playtimes?

Year 6 children were very keen to apply and thought carefully about responses to these questions. One pupil said, *"I think that play-leaders need to care for other people's feelings. They need to sacrifice some of their time for friends and just enjoy being with them and helping them."*

Play-leaders have been trained to deliver and join in with a range of games. They are closing the gap between the different year groups by encouraging mixed age and gender games. They have taken on pastoral roles and befriended younger, more vulnerable pupils; helping to calm and encourage them to return to class with a positive attitude, ready to learn.

The impact of play-leaders was discussed at Student Council in January:

"Having play-leaders is good because if you are stuck for an idea of what to play, they have lots of ideas. The dinner ladies (MSAs) also give us things to do – they get involved and play too!"

"We play with other children now – it really doesn't matter what year you are in."

"I like that some of the play-leaders are friends with the Year Threes and help them out with their problems from break and lunchtimes."

We completed a whole school pupil survey in January to gauge the impact of changes to playtime. The results show that the majority of pupils are happier, increased staffing and introduction of play-leaders has had positive impact.

We have analysed what has worked well and what to do next. Although choices such as 'Xbox Wall', 'swimming pool' and 'tree-house' are unlikely, other ideas such as 'chalks to draw with', 'good football goals', 'basketball hoops' and 'a parachute' are all achievable. The focus on 'pupil voice' has been

extremely beneficial and we are confident we can continue to improve playtimes.

In terms of disadvantaged children, the majority now enjoy playtime, will talk to increased number of adults, and interact with the play-leaders, which is very encouraging.

Next Steps

- Available games are working well and constantly being added to.
- Assistant Headteacher to discuss with play-leaders ideas for future purchases of playground equipment.
- Play-leaders are rewarded and recognised for their role.
- Provide play-leaders with lanyards with a selection of laminated games attached.
- Encourage Y5 pupils to become play-leaders through a buddy system in summer term so we have play-leaders ready in September.

Impact

We are seeing real impact in our school and this seemingly simple idea is helping to improve the well-being of all groups in our school. By committing to 'Achievement Unlocked', we have focussed on the need for all children's voices to be heard. As mobility is a dominant factor, it is great to see play-leaders taking an active role in pupils' transition and settling-in periods.

We are sure that play-leaders will be embedded into our school next year and we are confident that by focusing on improving the 'day to day' quality of playtimes in our school helps to enable progress for all.

Lara Vinsen, Assistant Headteacher

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