

North Yorkshire County Council
Young People Overview and Scrutiny Committee
24 March 2017
Closing the Gap: Outline

ORDER	TIME	TOPIC	LEAD	PAPERS
A.	11am	Data outcomes update	Kirsty Hallett, Lead Adviser, Standards and Research	Presentation (Pages 2 to17)
B.	11.10am	Achievement Unlocked Report	Katharine Bruce, Lead Adviser - Vulnerable Learners.	Booklet (Pages 18 to 33)
C.		NY Tackling Disadvantaged toolkit	Katharine Bruce, Lead Adviser - Vulnerable Learners.	Booklet (Pages 34 to 37)
D.	11.25am	Early Years Closing the Gap Update	Ruth Mason, Early Years Lead Improvement Adviser	
E.	11.35	Sowerby Community Primary School	Keeley Ungerechts, Headteacher	Presentation (Pages 38 to 45)
F.	11.55am	Update on SEND priorities /SEND task group	Wendy Jemison, Lead adviser SEND	
G.	12.05am	Scarborough Opportunities	Paul Brennan, Assistant Director. Richard Benstead, Programme Director, Scarborough Opportunities Area,	

What does the data tell us?

- Positive impact from work of cohort 3 schools
- Continued focus - FSM6 and SEN at every key stage
- Aspects of school culture and ethos
 - Growing up in North Yorkshire
 - Attendance
- Clear messages in RAISEonline and FFT
- Life chances and choices for children into adulthood

Positive impact from cohort 3

Disadvantaged pupil outcomes in AU schools:

- EY % GLD **+12%** **2% above NY**
- KS4 % 5 A*CEM **+ 8%** 3% below NY
- KS1 and KS2

New assessments

Longer term improvement focus

Demonstrable impact in school

Aspects of school culture and teaching

Statistically significant relationship between GuNY pupil survey and end of key stage results

Could not have occurred by accident – but can't prove cause

- The school encourages me to attempt difficult work (KS2 and KS4)
- Adults at school talk to me about how to improve my work (KS2), I know my next steps in learning and how to improve (KS4)
- The school encourages everyone to treat each other with respect (KS2), people with different backgrounds are valued (KS4)

Aspects of school culture and teaching

There is a strong correlation in KS2 and KS4 between:

- Having been bullied and low outcomes
- Wellbeing and attainment and progress
- Resilience and outcomes at KS4 (linked but not statistically significant at KS2)

Why focus on pupils with SEND?

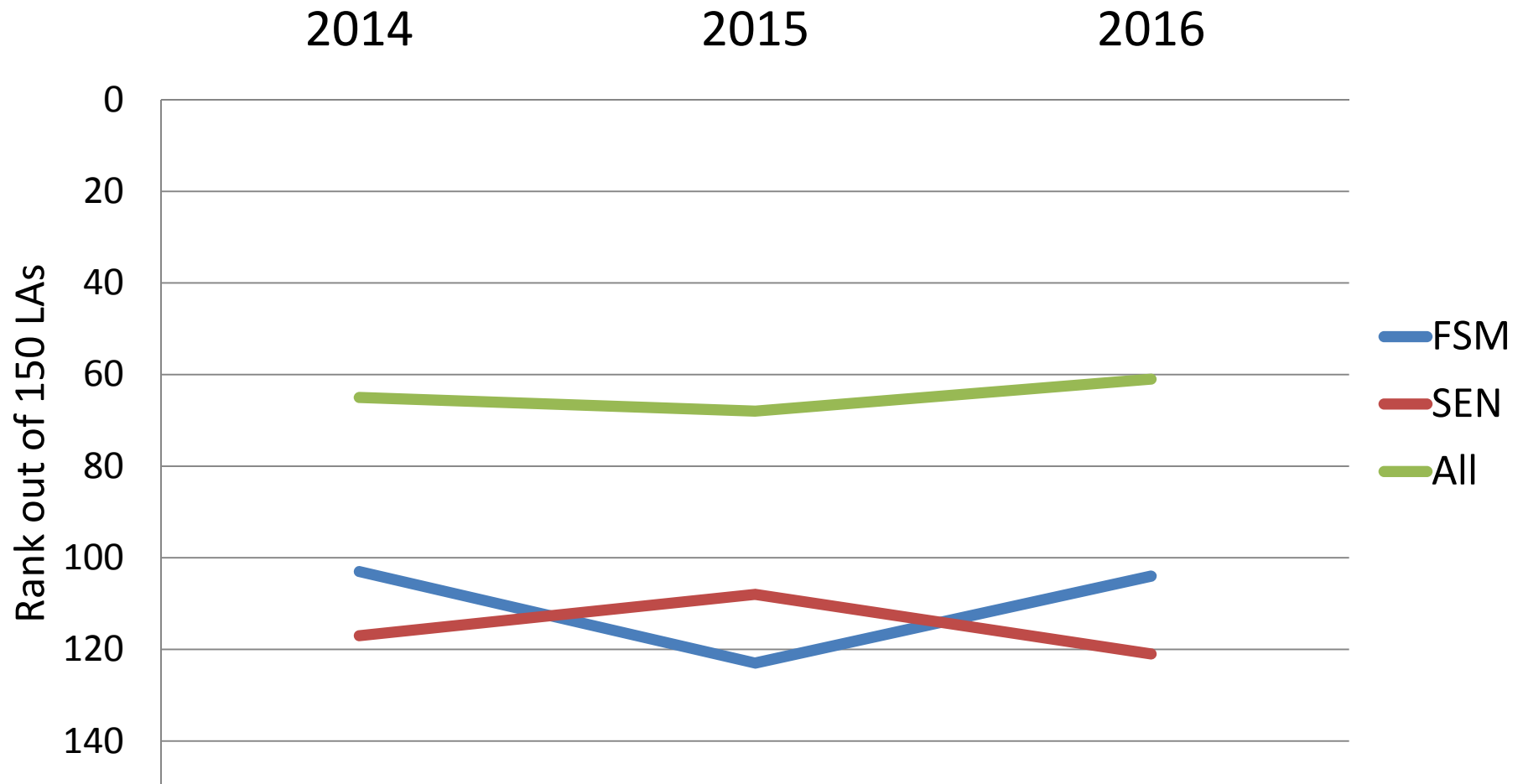
	EYFSP	KS2	KS4
	% GLD	% RWM	% 5A*CEM
SEND	18%	10%	18%
NY below national SEND	-5%	-15%	-2%
Trends	NY static National +2%	n/a	NY 3 year decline -8% National static

Why focus on disadvantaged pupils?

FSM6	EYFSP % GLD	KS2 % RWM	KS4 % 5A*CEM
Disadvantaged	53%	32%	35%
Other	72%	56%	67%
Gap	20%	24%	33%
NY below national for disadvantaged	2%	7%	3%

Early Years Foundation Stage % GLD

Low FSM and SEN ranks



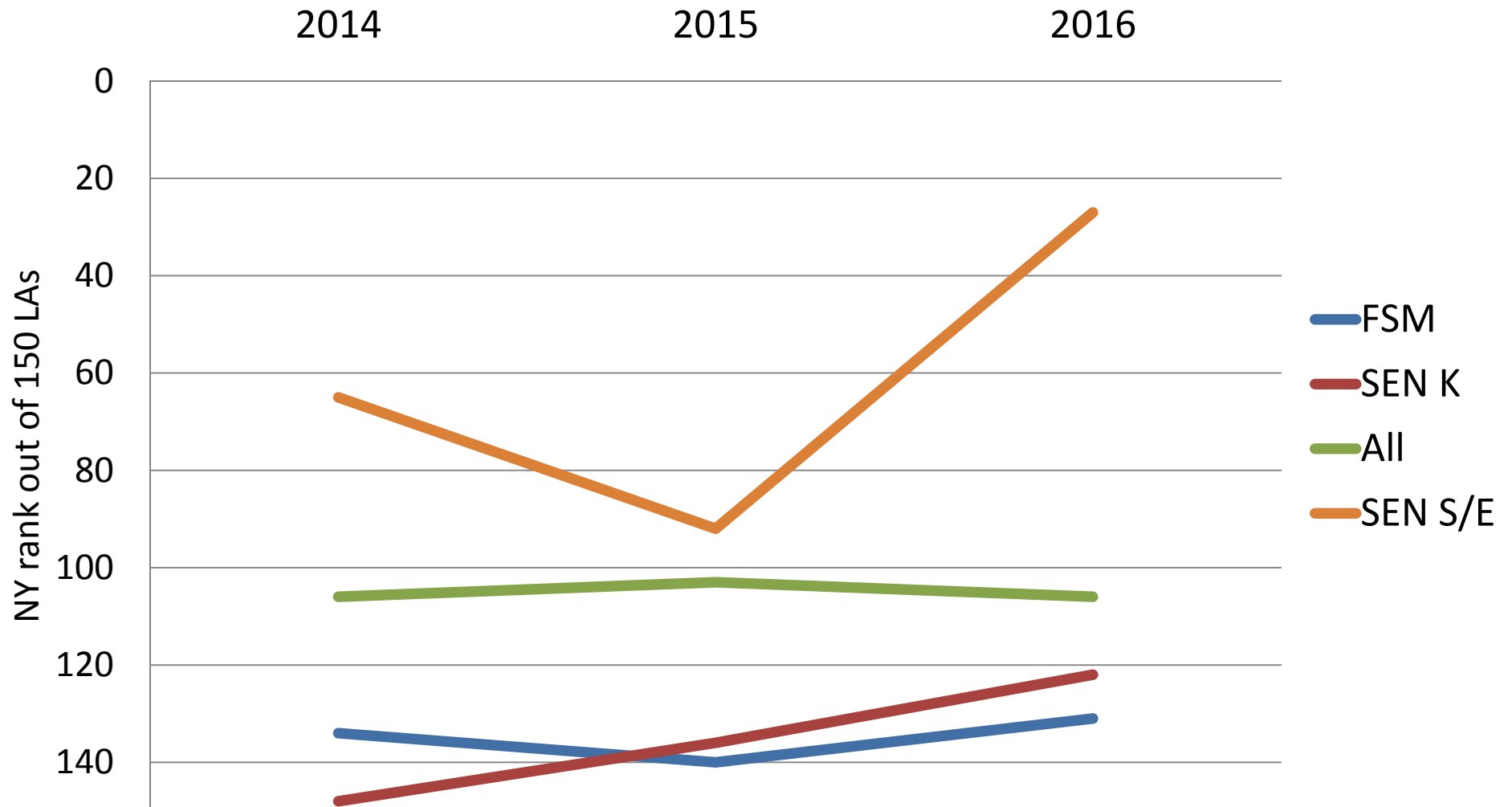
KS1 'progress' from EYFSP

- Below national conversion from all EY starting points to end of KS1
- For all children and for disadvantaged
- Example shows conversion from expected at EY to EXS or GDS at KS1

	Reading	Writing	Maths
NY FSM6	78%	70%	72%
Nat other	85%	83%	87%
	-9%	-13%	-15%
Number FSM6 pupils below average	41	51	78

KS2 % RWM expected or above

Low SEN support, FSM and all pupil ranks

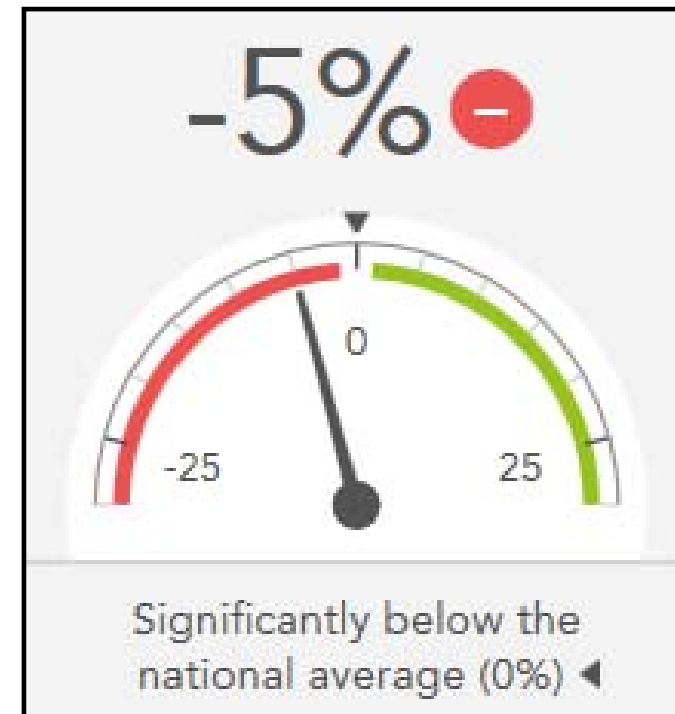


KS2 FFT Aspire – self-evaluation

If all NY pupils had made average progress from starting point, gender and month of birth in 2016...

The % of pupils attaining RWM EXS+ would have been higher by:

- All pupils 5% (285 pupils)
- FSM6 10% (118 pupils)
- SEN support 13% (105 pupils)



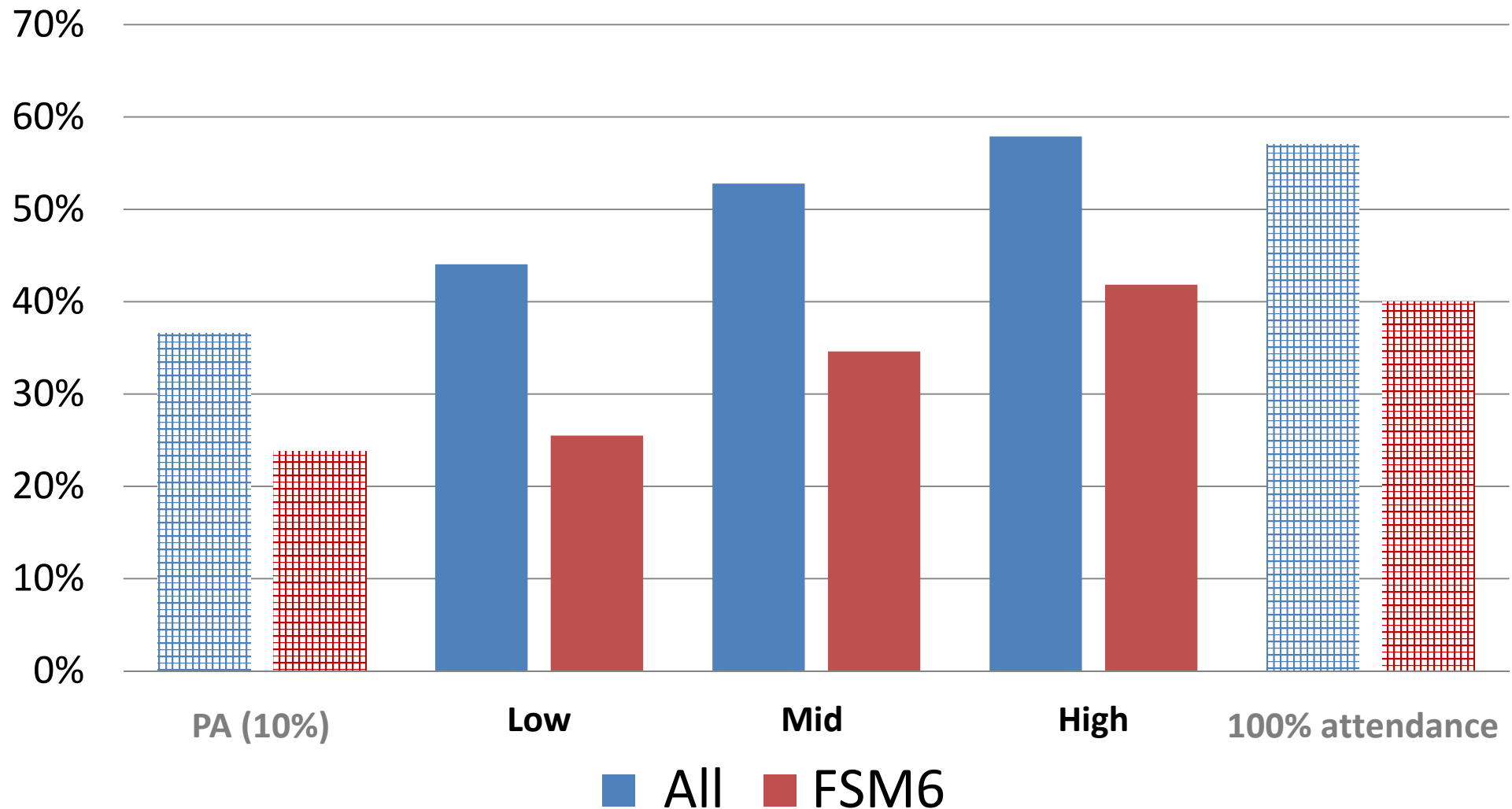
KS2 FFT Aspire – target setting

- Benchmark estimates support target setting conversations
- Typical starting point for discussion is FFT 20

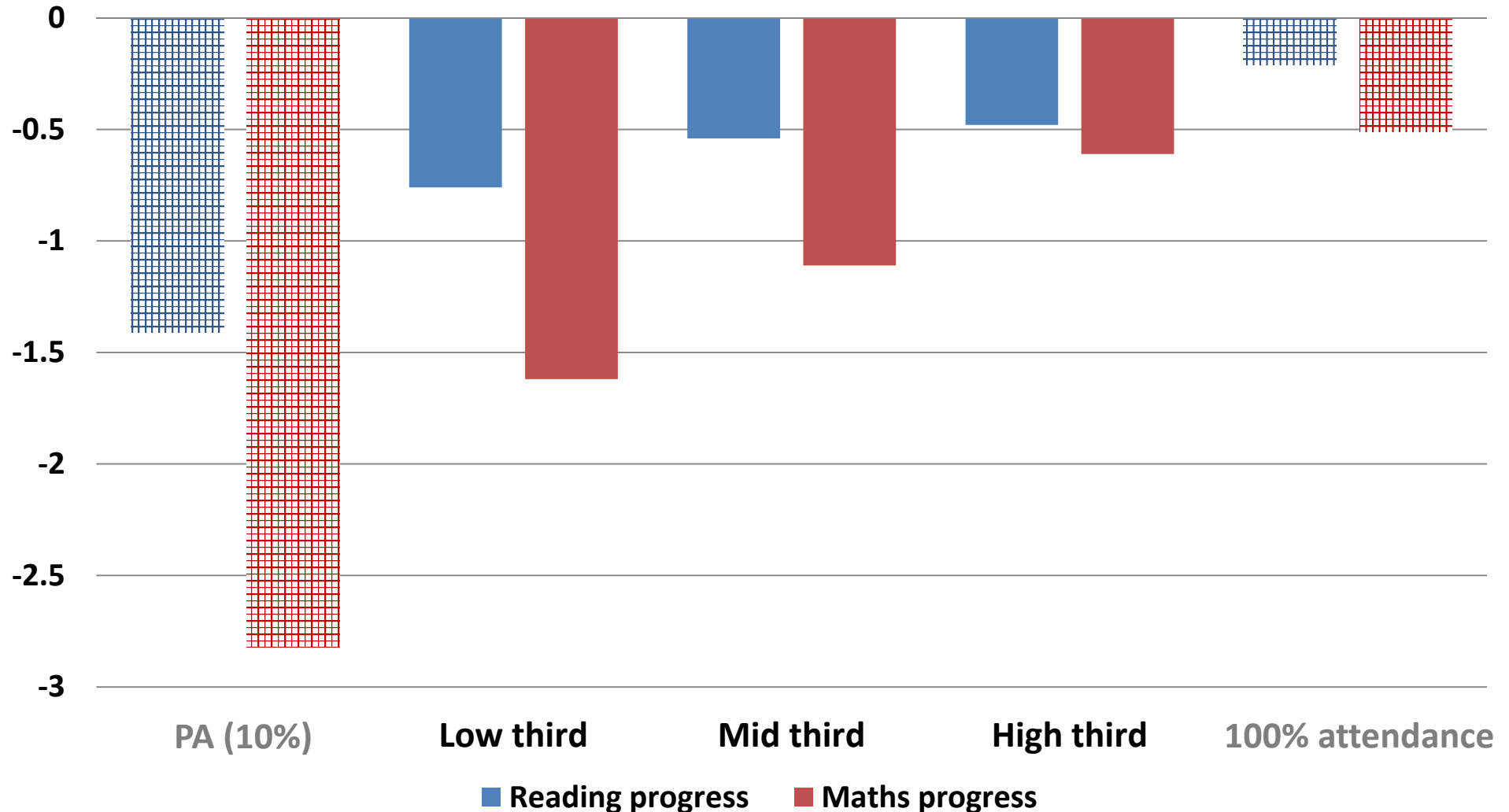
		% National standard (or higher)			
		Average FFT 50	High FFT 20	Very high FFT 5	My LA
All pupils	6062	56%	65%	76%	51%
FSM (in last 6 years)	1205	43%	52%	69%	37%

**“My LA”
low
due to
low
2016**

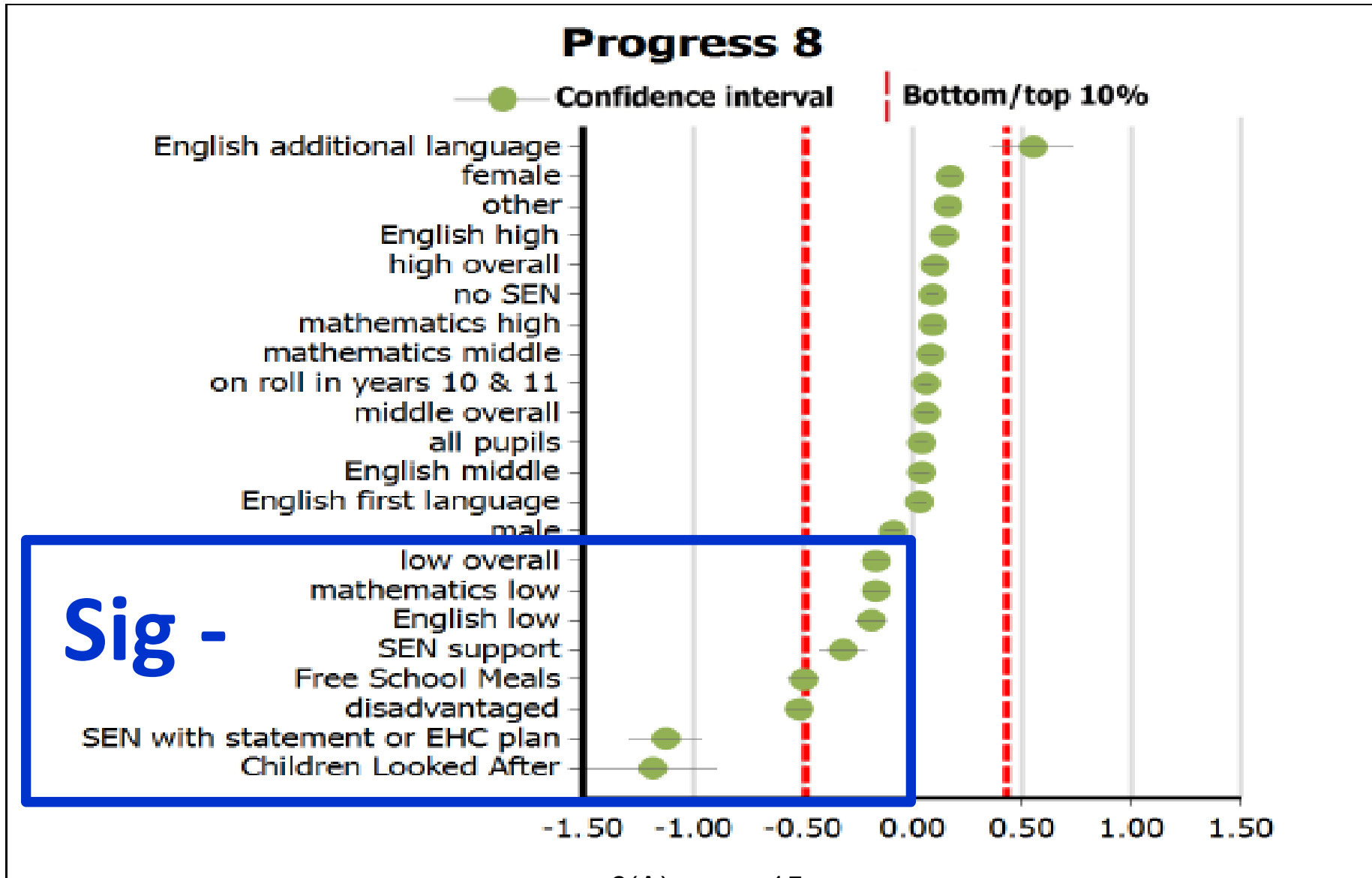
KS2 link between attendance and attainment – all pupils and FSM6



KS2 link between attendance and progress all pupils (similar picture for FSM6)



KS4 – groups in RAISE



KS4 - destinations in RAISE

- Disadvantaged pupils in NY more likely to sustain education, employment or training than national average (90% vs 87%)
- But do they have secure progression routes into HE and beyond?

	KS4 sustained destination	NY	National
6 th Form	All	44%	39%
6 th Form	Disadvantaged	23%	26%
FE	All	36%	38%
FE	Disadvantaged	50%	45%

By the age of 19....

FSM pupils are half as likely to have attained a level 3 qualification than other pupils....and outcomes for FSM pupils are below national.

FSM 32%, other students 66%

How many are able to enter secure, well paid and fulfilling employment?



ACHIEVEMENT UNLOCKED IN NORTH YORKSHIRE

Improving Outcomes for
Disadvantaged Learners
2016/17

Marc Rowland

March 2017

www.nationaleducationtrust.net

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INTRODUCTION

Educational outcomes in North Yorkshire are some of the best in the Country, and we are rightly proud of that. But this is not true for all of our children. We know that the progress made by our most disadvantaged young people does not yet match that of their peers at all key stages and the gaps between those eligible for free school meals, and others are still wider in North Yorkshire and in comparison to other pupils nationally. This is reflected in the 2016 Social Mobility Index¹ which compares the chances that a child from a disadvantaged background will do well at school and get a good job across each of the 324 local authority district areas of England.



In recent years there has been progress in the County, especially in raising achievement for our disadvantaged pupils in early years and at Key Stage 4; however, this remains inconsistent. For some of our pupils the gap in attainment is not yet closing, for example some of our disadvantaged pupil groups and pupils with special educational needs and disabilities.

The Achievement Unlocked Collaborative Partnership has enabled us to build on the progress that has been made within the county, but also to look beyond and learn from excellent, and evidence based, practice which has brought about improvement in outcomes for disadvantaged learners and those with special educational needs in other local authorities. We have valued greatly the partnership with the National Education Trust and inspirational school leaders from outside the county who have joined with us to share with us their school's journeys which have brought about improvement in outcomes for their learners.

We would like to thank the North Yorkshire schools involved in Achievement Unlocked for the commitment and energy they have brought to the collaborative partnership. For many this has resulted in a significant refocus within strategic planning to ensure that provision is better meeting the needs of disadvantaged learners and their families. You will find this exemplified in the case studies arising from the Achievement Unlocked schools which share how school leaders have brought about change in ethos, culture, quality first teaching and learning, use of targeted intervention and partnership with parents and carers. We know that there is early indication of impact in Achievement Unlocked schools shared through the data in this report and the individual school case studies. We are confident that the dissemination and learning from this work will inform on-going improvement in outcomes for disadvantaged learners in North Yorkshire schools, aligned to priorities identified in the North Yorkshire Children and Young People's Plan 'Young and Yorkshire'² and harnessing opportunities, for example through the new Scarborough Opportunities funding promoting Social Mobility.

Paul Brennan: Assistant Director, Education and Skills

Katharine Bruce: Lead for the Achievement Unlocked Collaborative Partnership, Education and Skills

¹ Social Mobility and Child Poverty Commission, 'The Social Mobility Index 2016' <https://www.gov.uk/government/publications/social-mobility-index>

² Children and Young People's Plan 'Young and Yorkshire' <http://www.northyorks.gov.uk/article/23982/Our-key-strategies-plans-and-policies>

'Achievement Unlocked' was a funded opportunity to work in a collaborative partnership with up to 45 invited schools across North Yorkshire county to improve outcomes for disadvantaged pupils. Whilst in many of the schools outcomes for pupils overall were good, outcomes for some groups of pupils, including disadvantaged and for some schools also pupils with a special educational need/disability, were variable.

The 'Achievement Unlocked' participating schools reflected a wide range of contexts – primary, secondary, rural, urban, across all areas of the county. All had sizeable cohorts of disadvantaged pupils. Within the collaborative partnership every school has been able to develop its own focus of activity tailored to the needs of its community. This will be reflected in the case studies that are shared in this report. This has brought a very rich and diverse range of experience into the collaborative working and shared learning within and beyond the partnership.

Programme duration: 15 months

Participation in the Achievement Unlocked Collaborative Partnership enabled access to:

- An initial launch event for Achievement Unlocked schools on best practice with the Pupil Premium, including national and local contributors. This included a key focus on evidence based practice.
- Preparation, memorandums of understanding and agreeing a schedule for school visits by the National Education Trust and local authority advisers.
- Guidance for schools on action planning, delivery, monitoring and evaluation.
- Identification of school CPD needs and delivery of bespoke CPD to schools.
- A school/area based governors training session.
- A half day in each school followed by a mini Pupil Premium review report to Senior leaders and governors for schools visited by the National Education Trust.
- Metacognition training CPD day for all schools and follow up metacognition local network meetings.
- The Maximising the Impact of Teaching Assistants Programme.
- An interim CPD day with key notes by school leaders from outside North Yorkshire and metacognition workshop.
- A half day follow up evaluation review visit.
- A project report which will analyse current practice and strategy, consider national good practice in relation to the school.
- A 'wrap up' Sharing Learning/Dissemination conference open to all North Yorkshire schools, to include presentation of the report, local and national good practice with the Pupil Premium.
- Final whole school impact analysis and LA performance data analysis will be shared with participating schools.



PARTICIPATING SCHOOLS

Alverton Community Primary School
Barlby Bridge Community Primary School
Barrowcliff School
Barwic Parade Community Primary School, Selby
Braeburn Primary and Nursery School
Brayton Church of England Voluntary Controlled Primary School
Brompton Community Primary School
Camblesforth Community Primary School
Carnagill Community Primary School
Colburn Community Primary School
Easingwold Community Primary School
Forest of Galtres Anglican Methodist Primary School
Foston Church of England Voluntary Controlled Primary School
Friarage Community Primary School
Gladstone Road Primary School
Glusburn Community Primary School
The Graham School
Hookstone Chase Primary School
Kirk Fenton Parochial Church of England Voluntary Controlled Primary School
Lady Lumley's School
Malton Community Primary School
Moorside Junior School
Northallerton School & Sixth Form College
Norton Community Primary School
Overdale Community Primary School
Riccall Community Primary School
Richmond Church of England Voluntary Controlled Primary School
Riverside Community Primary School
Romanby Primary School
Saltergate Community Junior School, Harrogate
Scalby School
The Skipton Academy
South Milford Community Primary School
Sowerby Community Primary School
St John Fisher Catholic High School, Harrogate
St Mary's Catholic Primary School, Knaresborough
St Mary's Roman Catholic Primary School, Selby
Stakesby Community Primary School
Starbeck Community Primary School
Terrington Church of England Voluntary Aided Primary School
Thirsk Community Primary School
Thorpe Willoughby Community Primary School
Tockwith Church of England Voluntary Controlled Primary School
Wavell Community Junior School, Catterick Garrison

Schools that have improved and sustained successes through Achievement Unlocked are those that have adopted a strategy based on the active ingredients for success for pupils from disadvantaged backgrounds. They use evidence based activities and apply them to school and community contexts.

Principles

Successful schools work to the following principles:

- That the primary purpose of the Pupil Premium is to maximise access to high quality teaching for disadvantaged learners. High quality teaching has a disproportionately positive effect on disadvantage learners.
- The Pupil Premium may need to be used to remove barriers to accessing high quality teaching.
- That teachers feel accountable for the progress and attainment of all pupils in their class, regardless of background or barrier to learning.
- Pupil Premium focused on the needs of pupils, rather than on simplistic labels or accountability measures.
- That the use of Pupil Premium is not only solely focussed on low prior attaining pupils or 'catch up' strategies.
- The Pupil Premium is one part of a whole school strategy that produces sustainable improvements for disadvantaged pupils.
- That Ever6 is a blunt proxy for socio-economic disadvantage

Leadership, Culture and Values

"You never really understand a person until you consider things from his point of view... Until you climb inside of his skin and walk around in it." – Harper Lee, *To kill a Mockingbird*

"We introduced a more inclusive behaviour policy... the behaviour of disadvantaged students has improved significantly; the number of students in internal isolation and receiving fixed term exclusions has halved in 2016." – **Scalby School**

Getting culture, ethos and values right in all aspects of school life are critical for improving outcomes for disadvantaged pupils, from school reception to the classroom.

Disadvantaged pupils access a broad, knowledge rich curriculum, regardless of background or barrier to learning. In secondary schools, disadvantaged pupils sit as many GCSE examinations as their more fortunate peers. Where additional support in core subjects are required in core subjects, this is additional and extra to the wider curriculum.

Middle leaders are critical in ensuring that strategies actioned in classrooms on a day to day basis. They are critical for internal quality assurance – for example, for ensuring that pupils in their phase or subject area are not

disproportionately working with unqualified or unexperienced adults. They are critical for ensuring that high quality teaching strategies such as additional feedback or modelling of language are directed at those that need it the most on a day to day basis.

Teachers should understand the evidence about how to improve outcomes for disadvantaged learners. This is key to success; the understanding that professional development and more time with high quality teachers is more effective than 'another adult to work with them'.

"It took many meetings and lots of robust professional discussions to help everyone see that we needed to be doing more for these pupils who have less." – **Lady Lumley's School**

Consider carefully whether the Pupil Premium focussed on evidence based early intervention rather than trying to 'pull up' pupils to meet accountability targets by overly focusing on activities in in upper key stage 2 and key stage 4. This leads to schools remaining 'cohort vulnerable'.

High Expectations

"Our strategy needed to be... a long term strategy addressing low points of on entry; fewer interventions and a catch up culture moving to a keep up culture; high expectations and mixed ability grouping in all lessons; teachers taking responsibility for the disadvantaged learners in their class; strengthened SLT with a sharp focus on achievement for all." – **Sowerby School**

Disadvantaged pupils need the highest of expectations in all aspects of school life. Robust self-evaluation as to whether this is the case is critical. A collective understanding and belief that every pupil can attain well is fundamental. Schools that have high expectations are those where:

- Disadvantaged pupils do not disproportionately work with less experienced, less well qualified staff.
- Disadvantaged pupils are not simply grouped together based on prior attainment, without access to language, good behaviour for learning role models or peers with higher self-esteem.
- There is access to a broad and balanced curriculum; intervention is additional and extra to this.
- There is no use of limiting language such as 'bottom set' or 'low ability pupils'.
- Pupil Premium is focused on all eligible pupils, not just low prior attainers

Schools can secure high expectations by deployment of research and evidence, particularly in relation to the Teaching Assistants and grouping of pupils.

<http://maximisingtas.co.uk>

<http://www.ucl.ac.uk/ioe/departments-centres/centres/groupingstudents/>

It is critical that all schools engage with research on best practice for disadvantage learners, not just those schools that are performing well.

Understanding Barriers

It is critical that schools have a clear understanding of the barriers to learning at:

- School level – access to high quality teaching and learning
“Some of the Pupil Premium grant was redirected to release teachers in EYFS and KS1 to provide focused intervention” – Easingwold Primary School
- Community level – *“We aimed to enrich the experiences beyond the locality for [disadvantaged children] with a focus on developing rich vocabulary.” – Malton Primary School*
- Pupil and family level – *“Contrary to the staff’s collective hunch that our [disadvantaged pupils] pupils lack aspiration, our questioning found no evidence to support this.” – Saltergate Junior School*

Without a thorough knowledge and understanding of barriers to learning, strategies tend to rely on hope, rather than precision. It is particularly important to understand barriers within school through robust, open and honest self-evaluation. Without this, the use of pupil premium tends to risks resembling a Jackson Pollock’s Convergence as opposed to a high quality strategy.

The work on barriers to learning at **St Mary’s Catholic Primary School** in Knaresborough is important because school leaders have looked to what barriers lie in school, rather than assume they simply exist within pupils and families.

“Pupils from disadvantaged backgrounds do not make the same rate of progress as their peers. We believed the quality of teaching and learning for these pupils was equal, however, additional provision was needed... to help them achieve their potential. We considered the following questions:

- *Do Teaching Assistants currently impact on attainment at our school?*
- *Can we further personalise learning so that all pupil’s needs are met daily?*
- *Is a positive, earning culture embedded across the school in all stakeholders?”*

The forensic approach by **Riccall Primary School** highlights an effective approach both of identifying barriers and targeted strategies:

“We reviewed our provision for disadvantaged learners. Historically, funding has been spent on additional teaching assistant support in class.

Whilst disadvantage pupils at our school attained better than their disadvantaged peers nationally, they did not do as well as their [more fortunate] peers at the school. We carried out non-verbal and verbal reasoning assessments and pupil interviews. There was little difference in the test scores in the assessments. However, their attitudes to school, learning and self-confidence were significantly different. Therefore, we decided to focus on addressing their attitudes towards school.

High levels of TA support were not having sufficient impact on pupil progress and attainment. Therefore, we decided to take part in the Maximising Impact of Teaching Assistants (MITA Project).”

Key questions that effective schools consider:

- Have our disadvantage pupils accessed high quality early years provision?
- That assumptions are not made about why pupils and their families find it difficult to engage with learning.
- They do not make assumptions about the experiences and loves of disadvantage pupils.
- That barriers to learning may sit within schools as well as the community and families – *“We identified... the need to change the mindsets of our teachers and support staff” – Romanby Primary School*

Standardised tests such as GL Assessment’s PASS survey and British Picture Vocabulary Scale offer useful insights into barriers to learning for disadvantage pupils:

<https://www.gl-assessment.co.uk/products/pupil-attitudes-to-self-and-school-pass/>

<https://www.gl-assessment.co.uk/products/british-picture-vocabulary-scale-bpvs3/>

Disadvantaged Pupils Who Also Have Multiple Barriers to Learning (Including SEND)

Where individual pupils or groups of pupils are the focus of two or more funding streams, effective schools consider how different funding streams and different teams work together to support progress. High quality, thoughtful and open provision mapping that is shared across departments is important. The analysis of impact and evaluation of spend needs to reflect where different funding streams have been legitimately used together to meet complex needs.

The most effective reporting and impact evaluation from governors reflects this effective pooling of resources; recognizing the complex needs groups and individuals.

There is a whole school commitment, a whole school sense of accountability where these systems work well

“Given the nature of the school community, and high levels of social and emotional complexity some of our families experience, we decided to employ two full time safety and welfare inclusion officers. Their work is wide ranging and vital in developing links with families and helping many of our children and families engage with school. Their work includes:

- Follow up of staff concerns
- Referrals to partner agencies
- Attend and support children protection meetings
- Work alongside partner agencies such as CAMHS, drug and alcohol services, young carers.
- Direct work with children
- Follow ups on non-attendance
- Home visits
- Transport to and from school where needed
- Late arrivals follow up
- And much more...”

– Braeburn Primary and Nursery School

These roles have led to improved punctuality and attendance for the most vulnerable pupils, meaning they can access high quality teaching at the school. Good staff relationships, good communication and partnership working is fundamental to success.

Targeted Strategies

Pupil Premium funded activities must sharply target barriers to learning faced by disadvantaged pupils. They should be evidence based, focused on maximising access to high quality teaching:

“We trialled a system where children sat on mixed ability tables in all lessons... this will in changing the culture of fixed mind-sets and proving access for our disadvantage pupils to good role models for vocabulary, organisation, independence and behaviour for learning. Taff were reporting that children were surprising them in lessons...” – Easingwold Primary School.

“From lesson observations, disadvantaged pupils made more progress in lessons using a Maths mastery approach, especially when working in mixed ability pairs.” – Saltergate Junior School

“We realised that the high levels of TA support in schools weren't having an impact on pupil progress and attainment... therefore we decided to take part in the MITA project.” – Riccall Primary School

“Many parents did not feel condiment to approach school and ask for support for their child at home... parent in class days [were organised] where parents learned alongside the child in

lessons and spent playtimes and dinner times with their child experiencing the whole of school life with their child.” –

Overdale Primary School

“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... time was set aside each week for teachers and teaching assistants to discuss disadvantaged pupils progress and learning.” – Richmond C of E Primary School

Other key priorities in addressing barriers to learning for disadvantaged pupils:

- Ensuring that teachers have the capacity and CPD to enabling them to effectively meet the needs of disadvantaged pupils.
- That additional feedback is targeted specifically at disadvantaged pupils.
- The language is targeted at disadvantage pupils.

See 'the Early Word Catastrophe' for more:

<https://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf>

- Nurture provision is used as a vehicle to get pupils attaining well in the classroom.
- Targeting improvements in disposition towards learning of disadvantaged pupils. The metacognition programme was offered to schools taking part in Achievement Unlocked because teachers and leaders consistently felt that disadvantage pupils were less likely to take on difficult challenge and that they didn't have strategies to manage when they found things difficult in class. They were not always able to plan out an approach to a problem.
- Targeting 'readiness' for next stages of life and learning such as ensuring all pupils access high quality work experience and cultural enrichment, thinking beyond narrow academic outcomes.

Monitoring and Evaluation

Prioritising internal quality monitoring and impact evaluation are critical for a successful Pupil Premium strategy. Impact evaluation should be decoupled from accountability; not about proving that strategies have worked but rather whether strategies have worked, and under what conditions. *Why might strategies have worked?*

One school visit identified that pupils were spending more time in science 'catch up' interventions than the lessons themselves. Where repeated requests for intervention are made in particular areas, school leaders should consider carefully whether the impact of effective quality monitoring, impact evaluation and external verification is best described by the schools themselves:

School leaders should monitor for quality as well as outcome: *"Heads of department and senior leaders monitor teaching and learning, student tracking weeks and feedback trawls. These are reported regularly at SLT meetings. The Governing body has outcomes for disadvantaged pupils as a standing item when they meet every six weeks. External verification of the plan has also been sought."* – **Scalby School**

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

"Each term the children complete a standardised test to enable their progress scan be tracked... and not held back... Children are also assessed throughout the intervention.

"We identified that it was crucial for class teachers to know what had been covered... to allow them to build on the new things children where learning.

"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 maximise feedback for learning." – **Tockwith CE Primary School**

Professor Rob Coe's 'Improving Education' sets out some errors schools can make in mistaking school improvement: <http://www.cem.org/attachments/publications/ImprovingEducation2013.pdf>.

As Professor Coe says, one of the mistakes schools make is to *"conduct some kind of evaluation, but don't let the design be too good. Poor quality interventions are much more likely to show positive results."* It is important that school leaders design robust evaluation criteria. Be explicitly about the aims and objectives of Pupil Premium funded activity, with a timeline and clear success criteria. An external view of success can be valuable here.

Pupil voice can be highly valuable too: *"I feel like I am green because I am getting there. I learn best when I practise because I do it over and over again."* – **Riverside Community Primary School.**

Outcomes for disadvantaged pupils have improved in schools where teachers and leaders learn from their mistakes. By committing to outward facing, collaborative approach, they are also able to learn from the mistakes of others. Schools that claim to make no mistakes are likely to be lacking robust self-evaluation which will not lead to changes for disadvantaged learners.

Accountability

Securing accountability to pupils and families is a consistent feature of North Yorkshire Schools where outcomes for disadvantaged pupils have done well. They look beyond narrow academic outcomes set by external bodies. External measures such as working at age related expectations for disadvantage pupils is simply a starting point. School leaders at **Moorside Junior School** were determined to offer all pupils, regales of background, access to very high quality art and to work tirelessly to support those that need support with emotional wellbeing and to help them attain well is an example of this, particularly when the School was working in challenging circumstances.

The most effective schools secure accountability from staff towards pupils. Schools that improved through the Achievement Unlocked process are those that went through cultural change. Those that recognised that sometimes, not understanding the rationale and the fairness behind additional and extra efforts to improve outcomes for disadvantaged learners.

Where accountability is secure, schools look for Attainment plus, thinking about the destinations of their disadvantaged pupils, their readiness, how robust their qualifications, their self-regulation skills, their oracy, their articulacy and their confidence. By setting in school accountability measures this high, accountability to extra organisations just acts as a success indicator, rather than success for pupils themselves.

PUPIL PREMIUM WEBSITE REPORTING

You must publish a strategy for the school's use of the pupil premium. You no longer have to publish a 'pupil premium statement'. It is important to remember that these statements are to inform parents how the funding is being used.

For the current academic year, you must include:

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

For the previous academic year, you must include:

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

St John Fisher Catholic High School in Harrogate have produced a good example report.

Key Themes Arising From School Case Studies and Visits

In the lead up to participation in Achievement Unlocked, a number of schools have reflected that they had developed Pupil Premium strategies on 'well intentional grounds', which on the surface may have appeared effective. Yet a closer examination, a rigorous self-evaluation and an external view showed inconsistent outcomes and little long term impact.

In various cases, schools have needed to raise the profile of disadvantaged pupils with staff. Disadvantaged pupils tended to be in low or middle prior attainment groups. In too many cases, being socio-economically disadvantaged was equated with low ability, based on the fact that disadvantaged pupils were statistically achieving less well compared to their peers in many indicators in many schools. Introducing mixed ability groupings has gone some way towards cultivating higher expectations amongst teachers and pupils. Role models sat at every table provide positive patterns for replication in areas such as behaviour, independence, organisation and vocabulary.

Resilience, a key feature in building a growth mind-set, was recognised as an important factor to nurture in pupils. This was partly achieved through different ways of delivering metacognition lessons. Increasingly weekly metacognition lessons are timetabled that enable pupils to reflect on how they learn and how their brain works. Metacognition – based on the ReflectED approach from Rosendale Primary school was implemented in many schools. In some cases that was supplemented by programmes such as 'Champion Minds'. Here pupils are actively involved in different approaches to learning and can explain how their work has developed. Activities such as these install the assumption that reflecting and evaluating on key strategies can increase the chances of success.

In some cases, a significant number of pupils were not able to access the curriculum, largely brought on by specific oversights within the behaviour for learning policies. As a consequence students spent time out of classroom and more importantly out of learning. When these elements were addressed, e.g. by additional layers of intervention before exclusions or creating a space for pupils to be innovative and creative during the absence of teachers at lunchtime, incidents of disruption not only fell but pupils were able to remain in class to access high quality teaching and learning.

Not every school was providing high quality teaching and learning opportunities to disadvantaged pupils. In some cases the most capable experienced teachers were not teaching the most disadvantaged pupils. The case studies have shown that many of the effective ways to open access to quality teaching and learning opportunities start from self-



evaluation and professional development opportunities. Self-evaluative teaching can be achieved through toolkits. A primary rationale for a toolkit is to help staff focus towards identifying the needs of disadvantaged pupils and work towards implementing the key priorities that govern how those needs are met.

Secondly, investing in targeted development opportunities has raised the quality of teaching and learning. Training takes on a number of forms. Examples include, the ability to use data tracking systems that allows staff to obtain a deeper analysis of individual pupil data. Also designating specific roles for school leadership in school improvement and evaluation. Benefits of these initiatives include the capability of sharing best practice to all parts of the school and that staff can be better held to account for the outcomes of disadvantaged pupils.

Schools have displayed many strengths over the use of Pupil Premium. A fundamental strength was being able to identify the barriers to learning. Barriers were identified through a combination of data analysis that allowed gaps of learning to be identified. Secondly by examining the areas of learning that need development as identified by teachers and pupils. Barriers range from literacy skills and self-confidence to limited life experiences.

Many schools have started to form their Pupil Premium strategy based on a whole school approach. A numerous amount of pupils benefit, as well as disadvantaged pupils. Solutions are not just a single initiative confined to isolated pockets of the school. They are a range of different strategies that reflect the complexity of closing the achievement gap. A whole school approach is made possible by stakeholders having a responsibility in the success of different strategies. This was achieved by teachers as well as SLT and middle leaders involved in action planning, regular meetings and questioning of students' progress.

For schools that have started to use Teaching Assistants (TAs) effectively, there has been a culture shift in the way TAs are used to support teachers and pupils. Effective approaches involve moving away from a way of thinking that saw TAs generally work with SEN and less able children. A successful initiative has been the T/TA agreement that sets out clear roles and expectations for TAs. A greater degree of teacher led interventions and regular open channels of dialogue between teachers and TAs goes some way to improving outcomes for Pupil Premium.

Schools have displayed robust monitoring and evaluation procedures for Pupil Premium that include learning walks, book scrutiny and lesson observations. An area for development in some schools is the formation of success criteria and measurable milestones. This would provide the governing body with a reliable indicator to judge actions taken for Pupil Premium.

Attendance of disadvantaged pupils is a major factor for a number of schools. Effective monitoring and identification of pupils with attendance issues has contributed to a clearer understanding of the barriers to attendance. This has improved the performance of attendance boards, family support workers and action plans for individual pupils. As a result gaps in attendance have narrowed.

Literacy poverty is a common feature for various schools in areas of disadvantage, where pupils enter primary school with low starting points in language and communication. Effective strategies are long term and sustainable. A successful strategy developed by a school involved appointing a Cultural Capital Coordinator that organised different learning experiences in the form of school trips. This enabled pupils to develop a rich vocabulary whilst raising an awareness of people with different backgrounds and cultures.

There has been mixed success in regards to school engagement with parents. One part of a successful strategy is raising the aspirations of disadvantaged pupils with hard to reach parents. This has been achieved through mentoring initiatives such as a 'learning champion mentor', where mentors celebrate progress and support learning. Another is cultivating personal relationships with parents either by phone or email. A personalised approach facilitated by staff with the correct skill set can open up new ways of thinking about empowering parents into school life. Technology in the form of the 'Marvellous Me' app is also used to drive school related family conversation and monitor the quality and quantity of parental engagement.



There are early indications from end of key stage assessment outcomes and the Growing up in North Yorkshire survey that the work of Achievement Unlocked schools is having a positive impact on end of key stage results for pupils.

However, at all key stages outcomes for disadvantaged pupils in North Yorkshire remain below national average and gaps with non-disadvantaged pupils are wider than average.

As in England as a whole, achievement gaps between disadvantaged pupils and others are already evident in the

TABLE 1: End of Key Stage Assessment 2016

The impact of work to improve outcomes for disadvantaged pupils during the last academic year is demonstrable in the average results in Achievement Unlocked schools.

EYFSP	Improvement of 12% to 55% achieving a good level of development
KS4	Improvement of 8% to 31% attaining 5 GCSEs A*C including English & maths
KS1 and KS2	Significant changes to the methodology and expected standards of assessment in 2016, so trend data is not comparable over time

Additional detail available later in this report.

TABLE 2: Growing Up in North Yorkshire Pupil Survey 2016

Pupil responses in the Achievement Unlocked schools suggests there has been an effect on aspects of culture and behaviour. Some significant changes listed below.

PRIMARY: Significant differences between pupil perceptions of disadvantaged pupils in the Primary Achievement Unlocked schools between 2014 and 2016

- Decrease in pupils responding that they 'quite' or 'very' often worry about moving on to secondary school
- Decrease in pupils responding that they have been away from school due to illness or injury in the last month
- For both of these indicators the decrease was sharper than for disadvantaged pupils across all North Yorkshire schools

SECONDARY: Significant differences between pupil perceptions of disadvantaged pupils in the Secondary Achievement Unlocked schools between 2014 and 2016

- Reduction in pupils' experience of negative behaviour in lessons
- Increase in time pupils spent doing homework
- Increase in pupils' opinions being listened to about school/community
- Increase in pupils feeling optimistic about the future

EYFSP and widen through Key Stages 2 and 4 as children get older – which limits post-16 choices for education, training and employment. (Table 1)

TABLE 3

Correlation study shows that the link between school culture and teaching on outcomes is clear – although this study was not designed to evaluate cause and effect and does not prove causation.

Some of the universally strongest and statistically significant correlations were seen for:

- The school encourages me to attempt difficult work (KS2 and KS4)
- Adults at school talk to me about how to improve my work (KS2), I know my next steps in learning and how to improve (KS4)
- The school encourages everyone to treat each other with respect (KS2), people with different backgrounds are valued (KS4)
- There is a strong correlation between having been bullied and low outcomes in both KS2 and KS4. Wellbeing showed a strong link with attainment and progress in both KS2 and KS4.

Whilst resilience scores showed a correlation with attainment and progress in both key stages, this was stronger at KS4 than in KS2 – and statistically significant only for Year 11 pupils.

This analysis compared Growing up in North Yorkshire survey results from Year 6 pupils in 2014 and 2016 with end of KS2 outcomes for the same years, and Year 10 pupils in 2015 with end of KS4 outcomes in 2016.

- At EYFS in 2016, the proportion of pupils eligible for free school meals (FSM) who achieved a good level of development improved by 6%, more rapidly than national average of 3% for the group.
- Despite this rapid improvement, outcomes for FSM pupils remain below national average (3% below), whilst outcomes for other pupils are in line with other pupils nationally.
- The achievement gap between FSM pupils and other pupils in North Yorkshire has narrowed from 24% to 21%, although it is still wider than the national gap of 18%.
- Compared with other local authorities, the improved outcomes for FSM pupils meant North Yorkshire's rank for FSM outcomes improved slightly to 104 – although it declined to 121 for pupils on SEN support (out of 150 LAs). (Table 4)

TABLE 4: Early Years – North Yorkshire Compared With National and Other Local Authorities

% achieving a good level of development (GLD)								
	FSM Eligible				Other Pupils			
Year	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National
2014	40	42	40	45	63	63	64	64
2015	45	49	48	51	69	68	71	69
2016	51	52	51	54	72	70	73	72
Change from 2015	+6	+3	+3	+3	+3	+2	+2	+3

Early Years – Achievement Unlocked Schools

Achievement of a good level of development (GLD) by disadvantaged pupils in Achievement Unlocked schools improved by 12%, more rapidly than for disadvantaged pupils in the County as a whole (up by 6%), and more rapidly than for other pupils in North Yorkshire (up by 3%). In a change from 2015, outcomes for disadvantaged pupils in Achievement Unlocked schools are now higher than those for the LA as a whole. (Table 5)

TABLE 5: % of Disadvantaged Pupils Achieving GLD

	2015	2016	Change
North Yorkshire	47	53	+6
Achievement Unlocked (200 disadvantaged pupils)	43	55	+12

- The proportion of proportion of Year 1 pupils eligible for FSM who are working at the expected standard of phonics improved by 6%, more rapidly than national average of 4%.
- Children eligible for FSM in North Yorkshire were 6% below national average for this group, whilst other pupils are 3% below.
- There was little change in relative position of North Yorkshire, which is ranked 125 out of 150 Local Authorities for the % FSM pupils who were working at the expected standard of Phonics at the end of Year 1. (Table 6)

Because 2016 was the first year a new curriculum was assessed, 2016 outcomes cannot be directly compared with those from 2015 for the percentage of pupils attaining expected or above in all of reading, writing and mathematics (RWM EXS+).

TABLE 6: Year 1 Phonics – North Yorkshire compared with national and other Local Authorities

% working at the expected standard of phonics (Year 1)								
	FSM Eligible				All Pupils			
Year	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National
2014	54	59	56	61	71	72	75	74
2015	57	61	62	65	73	74	78	77
2016	63	66	67	69	78	78	82	81
Change from 2015	+6	+5	+5	+4	+5	+4	+4	+4

TABLE 7: Key Stage 2 – North Yorkshire compared with national and other Local Authorities

% expected or above in all of reading, writing and mathematics (KS2)								
	Disadvantaged Pupils				Non Disadvantaged Pupils			
No trend data available	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National
2016	32	35	35	39	56	58	60	61

- Disadvantaged pupils were less likely to attain at least the new expected standard in reading, writing and mathematics than the same group nationally (7% below), whilst other pupils were 5% below average.
- The attainment gap between disadvantaged and other pupils in North Yorkshire is 24%, which is wider than national of 22%.
- Some slight improvement in rank compared with other LAs in attainment outcomes for disadvantaged pupils (to 131) and some slight improvement in rank for pupils on SEN support (to 122) whilst rank for all pupils did not change (out of 150 LAs). (Table 7)



Key Stage 2 – Achievement Unlocked Schools

Strong attainment by disadvantaged pupils was evident in some of the Achievement Unlocked schools, although overall results are again below County and national averages. The disadvantage gap in Achievement Unlocked schools is now slightly narrower than County and national averages. Although comparable trend data does not exist, in 2015 the gap was wider than national in Achievement Unlocked schools and this relative improvement might be interpreted as an early indication that the work to change ethos and to embed the application of continued professional development has begun to have an impact. (Table 8)

TABLE 8: % of Disadvantaged Pupils Attaining RWM (2015 Level 4+, 2016 EXS+)

	FSM6	Not FSM	2016 Disadvantaged Gap
North Yorkshire	32	56	24
Achievement Unlocked (351 pupils)	27	48	21

- Disadvantaged pupils in the County were less likely to attain the new headline measure of A*-C in both English and mathematics than the national average for the group (3% below), although outcomes for other pupils remained above national (2% above).

- The gap between disadvantaged pupils and others is 33% in North Yorkshire, wider than the national average of 28%.
- There was some decline in North Yorkshire's position in comparison with other LAs for disadvantaged pupils (to rank 91) and for those on SEN support (to rank 47), although this was not reflected in outcomes for all pupils which place the County in the top 20% nationally (out of 150). (Table 9)

Key Stage 4 – Achievement Unlocked Schools

Achievement Unlocked schools improved the proportion of disadvantaged pupils who attained the legacy measure of 5 GCSEs A*-C including English and mathematics (5 A*CEM) by 8%, compared with an overall decline of 3% across North Yorkshire. This rapid improvement means that the 5 A*CEM disadvantaged gap in Achievement Unlocked schools narrowed to become only 1% wider than national, in comparison with 10% in 2015. (Table 10)

TABLE 10: % of Disadvantaged Pupils Attaining 5 GCSEs A*C Including English and Mathematics

	2015	2016	Change
North Yorkshire	37	34	-3
Achievement Unlocked (245 pupils)	23	31	8

TABLE 9: Key Stage 4 – North Yorkshire Compared With National and Other Local Authorities

% GCSE A*-C in both English and mathematics (KS4)

No trend data available	Disadvantaged Pupils				Non Disadvantaged Pupils			
	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National
2016	40	40	41	43	73	70	72	71

SELF-EVALUATION TEMPLATE

Briefly describe your Pupil Premium strategy

Three to four bullets, no more than 15 words per bullet

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-
-
-

How well embedded is your Pupil Premium Strategy? Is it understood by all staff and governors? How do you know? *50 words maximum*

To what extent is your Pupil Premium strategy and activity evidence based? *50 words maximum*

Is Pupil Premium integrated into senior and middle leadership roles? Is there sufficient leadership capacity to monitor, evaluate and quality assure Pupil Premium funded activity? Include the role of governors. How do you know? *50 words maximum*

Have you identified barriers to learning for disadvantaged learners (including children looked after and those adopted from care) at Pupil, School and Community level? Briefly describe these. *50 words maximum.*

How is the Pupil Premium used to help overcome these barriers? *50 words maximum*

How does the school's curriculum build cultural literacy for disadvantaged pupils? *50 words maximum*

Briefly describe outcomes for disadvantaged pupils at each key stage. Are there any strengths or weaknesses to be aware of? *50 words maximum*

What evidence do you have that all staff have high expectations of all pupils, regardless of background or barrier to learning? *50 words maximum*

How well do disadvantaged pupils take part in wider school life? How do you know? *50 words maximum*

How does Pupil Premium funded activity work towards achieving the school's overarching school improvement aims? *50 words maximum*

FURTHER REFERENCES AND READING

North Yorkshire: Our Strategy for Closing the Gap in Educational Progress and Attainment in Schools and Settings 2015-2018

North Yorkshire: Closing the Gap in Early Years 2015-2018

Tackling Educational Disadvantage: A Toolkit For North Yorkshire Schools (National Education Trust – March 2017)

Achievement Unlocked – Annex: Case Studies (National Education Trust – March 2017)

<http://cyps.northyorks.gov.uk/index.aspx?articleid=30593>

Supporting the attainment of disadvantaged pupils: articulating success and good practice (DfE – November 2015)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf)

[RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf)

Teaching and Learning Toolkit (Education Endowment Foundation)

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

Funding for disadvantaged pupils (National Audit Office – June 2015)

<https://www.nao.org.uk/wp-content/uploads/2015/06/Funding-for-disadvantaged-pupils.pdf>

Education in England: Annual Report 2016 (Centre Forum – April 2016)

<http://centreforum.org/publications/education-in-england-annualreport-2016/>

Early language development and children's primary school attainment in English and Maths (Save the Children – February 2016)

http://www.savethechildren.org.uk/sites/default/files/images/early_language_development_briefing_paper.pdf

Maximising the use of Teaching Assistants (Education Endowment Foundation – 2015)

https://v1.educationendowmentfoundation.org.uk/uploads/pdf/TA_Guidance_Report_Interactive.pdf

Unseen Children: Educational Access and Achievement 20 Years On (Ofsted – June 2013)

<https://www.gov.uk/government/publications/unseen-children-access-and-achievement-20-years-on>

An updated practical guide to the Pupil Premium (John Catt – 2015)

<http://www.johncattbookshop.com/an-updated-practical-guide-the-pupil-premium>

Learning without labels – Improving outcomes for vulnerable learners (John Catt – 2016)

<http://www.johncattbookshop.com/learning-without-labels-improving-outcomes-for-vulnerable-learners>

Children and Young People's Plan 'Young and Yorkshire'

<http://www.northyorks.gov.uk/article/23982/Our-key-strategies-plans-and-policies>

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"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 expectations across school."

NORTH YORKSHIRE SENIOR LEADER

TACKLING EDUCATIONAL DISADVANTAGE

A Toolkit for North Yorkshire Schools

Marc Rowland

March 2017

Getting school culture right is fundamental to tackling educational disadvantage. The most effective schools:

- Have a three-year strategy for the use and impact of the Pupil Premium.
- Have a collective sense of mission: Everyone deserves an excellent education, regardless of background or barrier to learning.
- *Is there a mission statement? Is the whole school community engaged with this? Is Pupil Premium a concerted item/activity in staff meetings?*
- Have clarity of purpose: The Pupil Premium should be focused on pupil need, rather than accountability targets.
- *Are Pupil Premium pupils making a tangible progression year on year? Does the success criteria for Pupil Premium strategies prioritise pupil attainment? Are measures put in place to ensure this?*
- *Does data show that disadvantaged students are succeeding in secondary school/sixth form college/university/employment?*
- Recognise that the priority for disadvantaged pupils is consistently high-quality teaching every day.
- Recognise that some learners at risk of underachievement may not qualify for Pupil Premium
- *Do whole school activities/operations impact positively on all learners? Is the quality of teaching and learning effective throughout the whole school? If not, how can you improve it? Vulnerable learners who may not fit under a specific category should also be supported.*
- Build capacity in senior and middle leadership teams for mentoring, coaching, planning, monitoring and evaluation.
- *Expected progress as a success criteria can set limits on what disadvantaged learners can achieve.*
- Governing boards have ambition for all work with staff to ensure the Pupil Premium strategy will meet needs and have high impact.

"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."

– (PRIMARY DHT)

A whole school approach to improving outcomes for disadvantaged pupils is a consistent feature of successful schools:

- Teachers in the classroom are primarily accountable for the outcomes of disadvantaged learners.
- Where intervention is necessary, there is a culture of early, focused, precise and time-limited intervention.
- *Are interventions given a time frame with clear success criteria? Are TAs given feedback from teachers for any intervention they implement? Are interventions focused and quantifiable? Are interventions proportional to the specific needs that arise in EY/KS1/KS3? Are interventions evidence led?*
- Pupil Premium is invested at the point of need, both in terms of long and short term strategy
- *How is Pupil Premium spending assessed for impact? Is it adapted to meet the needs of pupils?*
- Every opportunity is taken to build readiness, both in and outside of the classroom
- *Are disadvantaged pupils proportionally represented in school trips/extracurricular activities that enrich and deepen their understanding of the world? Do lessons challenge pupil assumptions and enhance cultural capital?*
- Exceeding age-related expectations for disadvantage pupils through high quality teaching and learning.
- *Are disadvantaged pupils encouraged to be house captains/school councillors/sports team members/take leading roles in productions?*
- Parents are engaged and empowered.
- *Are disadvantaged students working with the most experienced qualified teachers? How do you engage your Pupil Premium parents? Do they feel confident asking questions about learning? How can teachers ensure frequent, casual conversations with parents?*
- In-school variations about how disadvantaged pupils are performing are understood and acted upon promptly. This includes a deeper understanding of the characteristics of learners that are struggling that goes beyond the Pupil Premium label.
- *Are staff aware how their disadvantaged pupils are performing? Are steps immediately taken to tackle underperformance?*
- The school day and the school year is adapted to meet the needs of the community.
- Improving outcomes for disadvantaged pupils is a whole school priority, regardless of whether the proportion of these pupils is very low or very high.
- Funding is spent at the point of need, rather than at the point of external accountability.
- Staff wellbeing is prioritised. Disadvantaged pupils are disproportionately impacted by high staff absence/turnover.
- There is flexibility in the Pupil Premium strategy to meet both long and short term need.
- The learning and teaching environments respond and meet the needs of disadvantaged children, eg building cultural capital.
- Senior leaders (including governors) are aware of appropriate funding sources to support need. Pupil Premium should not be seen as the answer to every barrier to learning.
- Relationships between pupils and adults are strong.
- Disadvantaged pupils have access to support across all aspects of the school day (eg break and lunchtimes).
- Knowledge and the understanding of pupils and their barriers to learning is shared across year groups and phases to support better outcomes.
- *Data should be a key driver for Pupil Premium strategy. Be wary of making changes on the basis of outliers and short-term anomalies in data.*

"It is about our children being fully engaged in the learning process and becoming lifelong learners." – PRIMARY HT

Having high expectations is critically important. It is an entitlement for all. Exemplification of high expectations includes:

- Children are expected to make the necessary progress they need to attain well. 'Expected progress' (or even better than 'expected progress') can still lead to underachievement if starting points are low or if progress has been disrupted. Open, whole school data matters.
- Terms such as 'bottom set, low attainers and low ability' are removed from school vocabulary.
- *All school staff adopt a shared language around high expectations. Do all staff discuss expectation in terms of age-related expectations and not just progress?*
- The Pupil Premium is not simply used for catch-up funding but is also focused on maximising readiness for success for those working at or above age-related expectations.
- *Is the Pupil Premium being used to continually challenge and extend higher attaining disadvantaged pupils?*
- Metacognitive approaches are adopted so that learners can understand the value and purpose of failure and have strategies to adapt when things go wrong.
- Disadvantaged and vulnerable learners disproportionately work with the best qualified, most effective staff available.
- Transition between all key stages is a critical time for disadvantaged pupils. In order to build on earlier successes, support is also provided at KS4-5 transition to sustain success
- Are disadvantaged pupils fully equipped with the necessary materials needed to access KS5? How are the expectations and standards for KS5 expressed to and comprehended by disadvantaged pupils? Is there a framework that allows for the discussion and guidance needed for a successful transition to KS5? Who provides counsel to these pupils?
- *Do disadvantaged pupils have the texts/resources needed prior to starting in KS5? Do disadvantaged pupils understand the expectations of them in KS5? Do they have the opportunity to discuss and prepare for the transition from KS4-KS5? Who is advocating for these pupils?*
- That thinking goes beyond narrow academic outcomes, for example independence, self belief and employability.
- *How are disadvantaged pupils prepared for employment? Are social skills modelled/career expectations promoted? Do students understand what is required to achieve their goals? Is high-quality work experience provided for all students?*
- That the most effective, long-term strategy for schools to raise self-esteem is academic success.
- *How is success encouraged? Do all stakeholders understand and comprehend the relationship between academic achievement and self-esteem?*
- That passivity about learning is addressed at all levels – build ownership and empowerment.
- That every pupil has an advocate to support them towards ambitious goals.
- Transition into and out of reception (and later points of transition) take into account the characteristics of learners that are vulnerable to underachievement.
- Is grouping by prior attainment or 'ability' denying disadvantaged pupils access to high-quality teaching, high-quality language, high-quality social skills.

"We have challenged ourselves to create opportunities for all, regardless of background or barrier to learning."

– SECONDARY AHT

A clear understanding of how socio-economic disadvantage impacts on outcomes is crucial to a successful Pupil Premium strategy.

- Barriers can lie within schools, with learners and their families. An understanding of barriers should inform your school level, phase/subject level, class level and personalised strategies.
- *Are barriers to learning specified and understood by all staff/governors? Is there a strategic plan that identifies solutions? Are Pupil Premium funds allocated to materials that curtail/prevent these barriers? Is the pupil premium strategy made available through the school's website?*
- It is important to analyse where pupils have multiple barriers to learning. Think beyond the Pupil Premium label. What are the characteristics of learners that are underachieving?
- A deep understanding of children and their families is critical.
- *What processes enable chronicled information about children and families to be collated and shared to all staff?*
- Teaching quality has a disproportionate impact on disadvantaged learners. The highest priority for Pupil Premium spending should be ensuring high-quality teaching in every lesson.
- *Is there high quality teaching and learning in every lesson/activity? Is CPD used to develop and improve teaching?*
- Remember that the Pupil Premium is not ring-fenced and leaders have autonomy. Consider how strategies can support informally disadvantaged learners, for example young carers, pupils with a parent in prison.
- Access to high quality language for disadvantaged pupils with a language rich learning environment.
- Is your school a language rich learning environment? Have you conducted a language audit, examining how much language is being used in the classroom, by who and what quality? How do classroom activities ensure disadvantaged pupils comprehend and practice using language accurately?
- *Do you provide cultural experiences/trips/visits and opportunities to develop the cultural capital, expectations and self belief of your pupils in and beyond the classroom?*
- Maximise the power of Pupil Voice. Listen to learners about supporting their ambitions and goals.
- How are academic and professional opportunities promoted to disadvantaged pupils? How are their aspirations and beliefs transformed and extended?
- *What do you do to make disadvantaged pupils more aware of the opportunities open to them? Do you widen and extend their expectations and self belief?*
- Build on local expertise for specific groups, for example the work of the virtual school with learners eligible for the Pupil Premium Plus or expertise in children's mental health.
- Barriers may relate to 'readiness' eg work experience, additional secondary school 'pre' visits for very vulnerable children.

"We aimed to enrich the experienced with a focus on developing rich vocabulary."

– PRIMARY HT

5 TARGETED ACTIVITIES

The purpose of Pupil Premium funded activity should be to ensure disadvantaged pupils are accessing consistently high-quality teaching (or removing the barriers to accessing high-quality teaching).

- Data should inform funded activities. Which phases or year groups are children not achieving as well as they might?
- Progress and attainment data, pupil progress meetings and requests for interventions for disadvantaged pupils are all indicators for Pupil Premium funded CPD. Data should inform funded activities
- *How do you use data to support and feed into requests for funded activities?*
- Before introducing evidence-based approaches consider first how that evidence can be applied to your school context.
- *Can you identify school barriers? Use evidence-based approaches which target the barriers in your school context.*
- Pupil Premium funded activity can benefit all children but should disproportionately benefit disadvantaged learners. High-quality feedback is a good example of this.
- *To what extent does feedback in your school have a positive impact on the learning of disadvantaged pupils? How do you ensure disadvantaged pupils engage and can access high-quality feedback? Disadvantaged pupils may get less feedback on their learning outside school.*
- Consider how best to meet need while avoiding stigmatising learners. Avoid labels.
 - The Pupil Premium offers opportunities to empower teachers in meeting the needs of disadvantaged pupils in the classroom. This may range from support for significant gaps in prior learning to support with revision.
- *How do teachers use evidence to inform Pupil Premium strategies in the classroom?*
- The Pupil Premium offers opportunities to build a curriculum that will support attainment and readiness for disadvantaged learners.
 - Where interventions are used to tackle gaps in learning, teachers retain ownership of outcomes. Where possible, interventions should be evidence based.
 - Is CPD used to improve teaching and learning in specific year groups/phases? Is the CPD targeted and focused on an area of development, with pupil need in mind?
 - At the same time, it is important to 'not wait for permission'. Sometimes, innovation and new thinking can help overcome barriers.
 - Interventions are unlikely to have a sustained impact if they are not integrated with consistently good quality first teaching and learning.
 - Interventions which are not strategically targeted can fail to address key issues.
 - If approaches such as smaller class size are used, consider how that improves outcomes? There are alternative approaches such as reduced contact time, pre and post teaching that may be more effective for less cost.
 - Is Pupil Premium solely seen as catch-up funding, or is it being used to support those working at or above age-related expectations. Is the Pupil Premium being used to help teachers stretch and challenge pupils, to go beyond what might be expected?
 - If funding is used for Teaching Assistant roles, adopt practices detailed in the Education Endowment Foundation report 'Maximising the Best Use of Teaching Assistants'.

"Activities focus on developing a growth mind set and applying it to learning." – PRIMARY HT

"We no longer name or label groups. This has helped us to create a culture of every child can." – PRIMARY DHT

6 MONITORING, EVALUATION AND INTERNAL QA

Effective quality monitoring and rigorous impact evaluation are fundamental to success.

- Make time sacrosanct to monitor and evaluate the effectiveness of your Pupil Premium strategy.
- *Is your data effective in showing how disadvantaged pupils are performing in all year groups? Does your data inform you about multiple barriers to learning?*
- Don't abandon your strategy based on short-term dips in performance.
 - Effective evaluation is about finding out whether something works, not proving it works. We can learn a great deal from activities that are less successful.
- *Make success criteria specific, time limited and ambitious. Hold yourself to account for this.*
- Internal quality assurance is critical. Are Pupil Premium funded activities being rolled out as planned? Is professional development impacting on classroom practice?
 - Sufficient leadership capacity is critical for effective monitoring and evaluation. Middle leaders play an important role here.
 - Be wary of poor proxies for impact and confirmation bias, eg 'pupils enjoyed...'
 - Know your cohorts and know your children. Does a positive average show a true representation of a class or is it a group of higher attaining pupils masking the lower attainment of others?
 - There are numerous success criteria that are useful in tackling educational disadvantage: Improved disposition to learning, better attendance, better behaviour for learning, pupil voice, parental voice. Don't just rely on end of key stage outcomes!
 - Effective use of the Pupil Premium is about equality of opportunity, not equality of provision. The very nature of disadvantaged learners means that need can change over time.
 - Continually monitor to ensure that disadvantaged pupils are accessing Pupil Premium funded activities, particularly around enrichment and cultural capital.
 - Scrutiny of impact measures and clear understanding of how and why they worked (or not) will inform next steps in a more personalised way.
 - Governing boards are confident in asking challenging questions about the rationale and effectiveness of the Pupil Premium Strategy.

"If North Yorkshire is to be a place in which every young person thrives, we need to inject fresh rigour and urgency into our efforts to ensure that the outcomes of our disadvantaged pupils match those of their peers." – NORTH YORKSHIRE LOCAL AUTHORITY

7 ACCOUNTABILITY AND OPENNESS

The highest form of accountability is to the learners in our schools.

- Accountability for the Pupil Premium starts with meeting pupil needs. Adopting an effective, long term strategy to tackle educational disadvantage will result in improved, more robust pupil outcomes. Overly focusing on end of key stage tests means schools remain 'cohort vulnerable'.
- Hold regular, external peer review of your Pupil Premium strategy, even where outcomes for disadvantaged learners are strong.
- Data about progress and attainment of disadvantaged pupils should be accessible to all, and understood relative to local, national and families of schools outcomes.
- Adopt best practice with online statements about school strategy for tackling educational disadvantage. Check with parents whether the reports are clear and accessible.
- Are qualifications sufficiently robust that they effectively prepare students for their next stage in learning or employment? The sustained destinations of pupils is a key accountability measure.
- External accountability should look for:
 - a clear rationale for a school's Pupil Premium strategy
 - carefully targeted activities that enable good learning and readiness
 - robust monitoring and evaluation
 - improved outcomes for learners.
- Listen and respond to parents and pupils about the effectiveness of the school's Pupil Premium strategy.
- Through trusting relationships and effective channels of communication, parents and families are empowered to recognise and understand their contribution to their child's success. Getting this right in EYFS is critical for relationships throughout school.
- A small attainment gap can be a poor proxy for success. Accountability should be compared to other pupils nationally.

CASE STUDIES

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

– **Scalby School**

"We aimed to enrich the experiences beyond the locality for [disadvantaged children] with a focus on developing rich vocabulary." – Malton Primary School

"Contrary to the staff's collective hunch that our disadvantaged pupils lack aspiration, our questioning found no evidence to support this." – Saltergate Junior School

"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... time was set aside each week for teachers and teaching assistants to discuss disadvantaged pupils progress and learning." – Richmond C of E Primary School.

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

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

ATTAINMENT DATA AND SURVEY RESULTS

CONTRIBUTORS

OTHER RESOURCES

Early Years Foundation Stage Profile (% Achieving a Good Level of Development (EYFS))

Year	FSM ELIGIBLE				OTHER PUPILS			
	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National
2014	40	42	40	45	63	63	64	64
2015	45	49	48	51	69	68	71	69
2016	51	52	51	54	72	70	73	72
Change from 2015	+6	+3	+3	+3	+3	+2	+2	+3

Y1 Phonics (% Working at the Expected Standard of Phonics – Year 1)

Year	FSM ELIGIBLE				ALL PUPILS			
	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National
2014	54	59	56	61	71	72	75	74
2015	57	61	62	65	73	74	78	77
2016	63	66	67	69	78	78	82	81
Change from 2015	+6	+5	+5	+4	+5	+4	+4	+4

Key Stage 2 (% Expected or Above in All of Reading, Writing and Mathematics – KS2)

No trend data available	DISADVANTAGED PUPILS				NON-DISADVANTAGED PUPILS			
	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National
2016	32	35	35	39	56	58	60	61

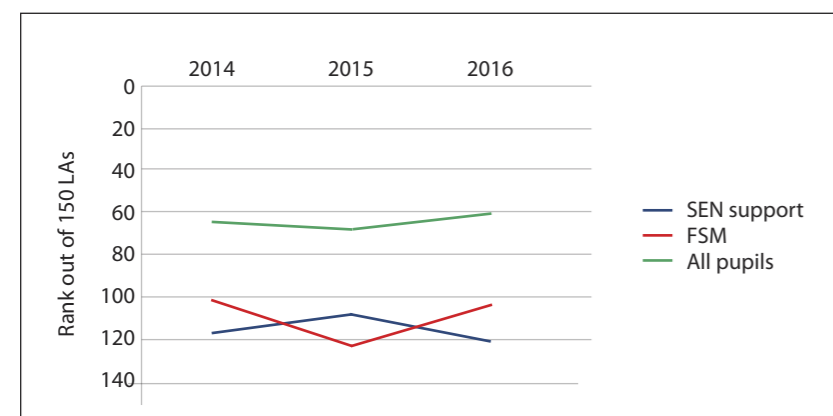
Key Stage 4 (GCSE A*-C in Both English and Mathematics – KS4)

No trend data available	DISADVANTAGED PUPILS				NON-DISADVANTAGED PUPILS			
	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National
2016	40	40	41	43	73	70	72	71

By Age 19 (% Level 3 – By Age 19)

Year	DISADVANTAGED PUPILS				NON-DISADVANTAGED PUPILS			
	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National
2014	31	29	29	36	65	57	63	61
2015	32	31	30	36	65	58	63	61
Change from 2014	+1	+2	+1	=	=	+1	=	=

EYGSP % GLD National Rank Out of 150 for Groups of Pupils



BEST PRACTICE AND WEBSITE STATEMENTS

1. A simple statement about the purpose of the Pupil Premium.
2. A report evaluating the success of the previous year's spending.
3. Statement about the school's strategy for tackling educational disadvantage, and how this fits with the wider school development plan.
4. Statement about the rationale for the current year's spend (eg in-school analysis, evidence, guidance, external review).
5. Clearly defined activity, who it is focused on and the expected impact.
6. Dates for quality monitoring, impact evaluation.
7. 'Last reviewed' date and key findings.
8. A contact for enquiries.
9. Guidance about how to claim FSM for parents.

Alverton Community Primary School
 Barlby Bridge Community Primary School
 Barrowcliff School
 Barwic Parade Community Primary School, Selby
 Braeburn Primary and Nursery School
 Brayton Church of England Voluntary Controlled Primary School
 Brompton Community Primary School
 Camblesforth Community Primary School
 Carnagill Community Primary School
 Colburn Community Primary School
 Easingwold Community Primary School
 Forest of Galtres Anglican Methodist Primary School
 Scarborough, Friarage Community Primary School
 Gladstone Road Primary School
 Glusburn Community Primary School
 The Graham School
 Hookstone Chase Primary School
 Kirk Fenton Parochial Church of England Voluntary Controlled Primary School
 Lady Lumley's School
 Malton Community Primary School
 Moorside Junior School
 Northallerton School & Sixth Form College
 Norton Community Primary School
 Overdale Community Primary School
 Riccall Community Primary School
 Richmond Church of England Voluntary Controlled Primary School
 Riverside Community Primary School
 Romanby Primary School
 Saltergate Community Junior School, Harrogate
 Scalby School
 St John Fisher Catholic High School, Harrogate
 The Skipton Academy
 South Milford Community Primary School
 Sowerby Community Primary School
 St Mary's Catholic Primary School, Knaresborough
 St Mary's Roman Catholic Primary School, Selby
 Stakesby Community Primary School
 Starbeck Community Primary School
 Terrington Church of England Voluntary Aided Primary School
 Foston Church of England Voluntary Controlled Primary School
 Thirsk Community Primary School
 Thorpe Willoughby Community Primary School
 Tockwith Church of England Voluntary Controlled Primary School
 Wavell Community Junior School, Catterick Garrison

North Yorkshire: Our Strategy for Closing the Gap in Educational Progress and Attainment in Schools and Settings 2015-2018
 North Yorkshire: Closing the Gap in Early Years 2015-2018
 Achievement Unlocked – Improving Outcomes for Disadvantaged Learners 2016/17 (National Education Trust – March 2017)
 Achievement Unlocked – Annex: Case Studies (National Education Trust – March 2017)
<http://cyps.northyorks.gov.uk/index.aspx?articleid=30593>
 Supporting the attainment of disadvantaged pupils: articulating success and good practice (DfE – November 2015)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf
 Teaching and Learning Toolkit (Education Endowment Foundation)
<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>
 Education Endowment Foundation – The Families of Schools database
<https://educationendowmentfoundation.org.uk/resources/families-of-schools-database/>
 Funding for disadvantaged pupils (National Audit Office – June 2015)
<https://www.nao.org.uk/wp-content/uploads/2015/06/Funding-for-disadvantaged-pupils.pdf>
 Education in England: Annual Report 2016 (Centre Forum – April 2016)
<http://centreforum.org/publications/education-in-england-annualreport-2016/>
 Early language development and children's primary school attainment in English and Maths (Save the Children – February 2016)
http://www.savethechildren.org.uk/sites/default/files/images/early_language_development_briefing_paper.pdf
 Maximising the use of Teaching Assistants (Education Endowment Foundation – 2015)
https://v1.educationendowmentfoundation.org.uk/uploads/pdf/TA_Guidance_Report_Interactive.pdf
 Unseen Children: Educational Access and Achievement 20 Years On (Ofsted – June 2013)
<https://www.gov.uk/government/publications/unseen-children-access-and-achievement-20-years-on>
 Children and Young People's Plan 'Young and Yorkshire'
<http://www.northyorks.gov.uk/article/23982/Our-key-strategies-plans-and-policies>

THINGS TO BE WARY OF

- Making assumptions about parents, pupils.
- Titles such as 'Pupil Premium Champion'. They can create a sense that 'someone else' is responsible for disadvantaged learners.
- An 'intervention culture'.
- Late intervention or intervention without success criteria and milestones.
- Celebrating 'expected progress', particularly for pupils from low starting points or those that have been stuck.
- Pupil Premium funding being seen as additional to the school improvement strategy.
- Aiming for the minimum. Set aspirational targets!
- Attributing SEND to disadvantaged learners that have had a challenging start to life. An accurate assessment of specific special education needs is required.
- Low prior attainment determine low future attainment through target setting.
- Make sure interventions outside of the classroom at least compensate for what has been missed.

PRINCIPLES

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

DATA SOURCE

1. Focus on disadvantaged pupils – report on attainment and progress in the 2014/15 academic year.
2. National Education Trust survey of 107 schools (Nov 2015).
3. National Education Trust sample analysis of school website statements (Nov 2015).
4. School focus groups and stakeholder consultation meetings (Jan-Mar 2016).

Achievement Unlocked Sowerby Community Primary School

March 2017



Sowerby CP



- Sowerby CP semi rural community of 300+ and growing.
- 22% of the pupils from a disadvantaged background.
- Most pupils are of white British heritage.
- In 2015, attainment for these pupils was very low at the end of Key Stage 2, below floor standards.
- Main area of need is speech and language.
- On entry is below and this is more evident in our disadvantaged cohort

Previous Strategy



Strategy was mixed:

Strengths:

- *Home/school link worker/ELSA support/SaLT*

Areas to improve:

- *A crisis management strategy, and spending was focused on TA's for interventions and behavior management.*
- *Impact of these not evaluated*
- *TA's supporting disadvantaged majority of the time*
- *High staff turnover – inconsistency*
- *Strengthen SLT to drive on all KS's*
- *Parent engagement*

Strategy



- *A long term plan to tackle issues early before pupils get to KS2.*
- *Negotiations with PVI to come under school governance*
- *Working closely with other settings*
- *High quality T&L - Keep up not catch up approach when using TA's (pre-post teaching)*
- *Less interventions unless EMS or proven impact*
- *High expectations from all staff*
- *Teaching in mixed ability groups whenever possible*
- *CPD whole school: Metacognition/Maximising TA's*
- *Balance of TA/Teacher time for ALL groups*

Impact



- *Above floor standards*
- *Disadvantaged doing well in EY getting there KS2*
- *Teacher not class based. Consistency in very high expectations*
- *Metacognition huge impact on attitudes to learning*
- *Work watch focused verbal feedback to disadvantaged groups*
- *All staff are aware of necessity to focus on disadvantaged*
- *PP meetings new format staff complete beforehand*

Class	Ruby	EAL	2
Year group	Y1	Number of girls	19
Number of pupils in total	38	Number of boys	19
Number of FSM	3	Number of summer born	15
Number of SEND	6	Number of pupil premium	10

Impact



- *SLT very focused Confidence of staff*
- *Marvellous Me 90% positive parent engagement*
- *Pupils speaking explicitly about learning powers and how these help them. Working collaboratively with all abilities*
- *Teaching in mixed ability groups and 3 levels of challenge for each lesson – Maths*
- *Tracking who is both SEN/PP*

Aspirations



- *Nursery to be part of school from Sept '17*
- *Disadvantaged KS1 and continue in KS2*
- *Workwatch Project throughout KS2 for disadvantaged learners*
- *Implement Maximising TA resources and ideas throughout school.*
- *Case studies include PP not just SEN*

Next Steps

- Evaluation visits November 16 to February 17
 - Case Study Development
 - Achievement Unlocked Dissemination Event 23rd March 17 –open to all North Yorkshire Schools, Pavilions of Harrogate
 - Key Note Professor Steve Higgins, (School of Education - Durham University) - co-author of the Education Endowment Foundation Teaching and Learning Toolkit and the DFE 2015, Supporting the attainment of disadvantaged pupils
- Smart Solutions Code: ES-0317-T072
- North Yorkshire Pupil Premium toolkit, incorporating the case studies will be launched at 23rd March event
 - Final report of Achievement Unlocked March 2017
 - Further smaller cohort of schools 2017-18
 - Metacognition and Maximising Impact of Teaching Assistant Training 2017-18