Proven strategies for improving pupil progress

...and how to demonstrate their impact

Ensuring Successful Outcomes Conference, Birmingham, 3 March 2017

Matt Bromley
What are the gaps?

- 1 in 4 children in the UK grows up in poverty
- The attainment gap between rich and poor is detectable at an early age
- Children from the lowest income homes are half as likely to get 5 good GCSEs
- White working class pupils are amongst the lowest performers
- The link between poverty and attainment is multi-racial
Key Stage 4: Pupils achieving five or more A*-C grade GCSEs or equivalent by gender, free school meal eligibility and ethnic group, 2009

Source: Department for Children, Schools and Families (2009b)
Where does the gap emerge?

- ≈ 2/5 early years
- ≈ 1/5 primary
- ≈ 2/5 secondary

Legend:
- Early years
- KS1
- KS2
- KS3 & KS4
Progress gaps in the most disadvantaged schools (a.)

**EY-KS1 reading and maths**
*Schools with >45% disadvantaged pupils*

**KS1-2 reading and maths**
*Schools with >45% disadvantaged pupils*

**KS2-4 English and maths**
*Schools with >37% disadvantaged pupils*

Progress gaps in the least disadvantaged schools (b.)

**EY-KS1 reading and maths**
*Schools with <8% disadvantaged pupils*

**KS1-2 reading and maths**
*Schools with <8% disadvantaged pupils*

**KS2-4 English and maths**
*Schools with <10% disadvantaged pupils*
Progress gaps in schools with the most disadvantaged EAL pupils (c.)

- **EY-KS1 reading and maths**
  - Schools with >21% disadvantaged EAL pupils

- **KS1-2 reading and maths**
  - Schools with >21% disadvantaged EAL pupils

- **KS2-4 English and maths**
  - Schools with >10% disadvantaged EAL pupils

Progress gaps in schools with the most disadvantaged borderline attainers (d.)

- **EY-KS1 reading and maths**
  - Schools with >19% disadvantaged borderline attainers

- **KS1-2 reading and maths**
  - Schools with >19% disadvantaged borderline attainers

- **KS2-4 English and maths**
  - Schools with >7% disadvantaged borderline attainers
Pupil Premium: The 3-point plan

1. Identify the barriers
2. Choose the strategies
3. Set the success criteria
3-point plan: #1 Identify the barriers

- Limited language, restricted vocabulary;
- Poor attendance;
- Mobility – many moves between schools;
- Issues within the family;
- Medical issues, often undiagnosed;
- Lack of sleep;
- Poor nutrition;
- Poverty;
- Lack of family engagement with learning;

- Education not valued in local community;
- Low aspirations;
- Low expectations;
- Narrow range of opportunities outside school;
- Lack of role models, especially male role models;
- Lack of self-confidence and self-esteem;
- Poor social skills;
- Other skills gaps;
- Inadequate support from teachers and teaching assistants.
3-point plan: #1 Identify the barriers

But...

• Not all children eligible for the pupil premium have all, or even some, of these barriers.
• There is no such thing as a typical pupil premium child.
3-point plan: #2 Choose the strategy

- Promote an ethos of attainment for all pupils;
- Have an individualised approach;
- Focus on outcomes for individual pupils;
- Deploy the best staff to support disadvantaged pupils;
- Make decisions based on data;
- Focus on high quality teaching *first*. 
There is no silver bullet, no secret formula to teaching high quality lessons
Anything complex is not reducible to a single measurement...
The best teachers are sensitive to the needs of their students and adjust their lessons to the here and now.
6 characteristics of a great teacher

1. My teacher respects me
2. My teacher is knowledgeable in their subject
3. My teacher is friendly, approachable and willing to listen
4. My teacher is positive, enthusiastic and has a sense of humour
5. My teacher encourages and helps me to succeed
6. I do work that is interesting and challenging for me
Why?
How?
What?
WHY DO WE WANT TO PROVIDE HIGH QUALITY TEACHING FIRST?
Take a group of 50 teachers:

Students taught by the most effective teacher in that group of 50 teachers learn in six months what those taught by the average teacher learn in a year.

Students taught by the least effective teacher in that group of 50 teachers will take two years to achieve the same learning.

(Hanushek & Rivkin, 2006)

In the classrooms of the most effective teachers, students from disadvantaged backgrounds learn at the same rate as those from advantaged backgrounds.

(Hamre & Pianta, 2005)
More educated people

• live longer and are healthier
• are less likely to be teenage parents
• are less likely to be incarcerated
• are less likely to commit suicide
• are more likely to vote and contribute to society
• earn more

Source:
www.learningbenefits.net & www.equalitytrust.org
HOW CAN WE PROVIDE HIGH QUALITY TEACHING FIRST?
Left on their own, teachers improve but slowly

Extra months per year of learning

Years in service

Literacy  Numeracy

Leigh (2007; 2010)
So, **how** do we accelerate improvements in teaching & learning?

Source: Robinson, Hohepa, & Lloyd (2009)
"Standards are raised ONLY by changes which are put into direct effect by teachers and pupils in classrooms."

Source: Black & Wiliam (1997)

"Learning does not take place in schools. It takes place in classrooms."

Source: Thompson & Wiliam (2007)
WHAT MUST WE DO IN ORDER TO PROVIDE HIGH QUALITY TEACHING FIRST?
3-point plan: #3 Set the success criteria

- Raising attainment;
- Accelerating progress;
- Improving attendance;
- Improving behaviour;
- Reducing exclusions;
- Improving the engagement of parents;
- Increasing the range of skills;
- Extending opportunities...

- **Closing the gap** (diminishing the difference)
How can we diminish the difference?

- Effective assessment, tracking and feedback is essential at every stage of a child's education.
How can we diminish the difference?

...is more than just a spreadsheet; it is a conversation.
How can we diminish the difference?

- Analysing progress of groups
- Auditing effectiveness of interventions
- Discussing barriers
- Raising profile of research
- Building leadership capacity
How can we diminish the difference?

• identify underperforming groups;
• direct appropriate deployment of staff and resources;
• inform target-setting;
• monitor the impact of strategies and interventions;
• challenge the aspirations and assumptions of pupils, parents and staff.
How can we diminish the difference?

- Pedagogy matters most
- Traditional use of ICT has only modest gains
- Classroom management strategies work
How can we diminish the difference?

- Rigorous monitoring and use of data
- Raising pupil aspirations
- Engaging parents
- Developing social and emotional competencies
- Supporting school transitions
- Providing strong and visionary leadership
How can we diminish the difference?
Cooperative learning

1. Groups succeed or fail together
2. Pupils work interactively
3. One objective is for pupils to learn as a team
Metacognition

Study skills, memory aids, self-assessment, feedback, rethink and revise…

• Content knowledge
• Task knowledge
• Strategic knowledge
Pupil Premium: How are schools judged?

• **Ofsted inspections** report on how a school's use of the funding affects the attainment of their disadvantaged pupils.

• **The DfE holds a school to account** through performance tables, which include data on:
  • the attainment of pupils who attract the funding
  • the progress made by these pupils
  • the gap in attainment between disadvantaged pupils and their peers
The Pupil Premium and Ofsted

• "How effectively leaders use additional funding, including the pupil premium, and measure its impact on outcomes for pupils, and how effectively governors hold them to account for this."
The Pupil Premium and Ofsted

- "Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium and special educational needs (SEN) funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups, especially between disadvantaged and other pupils."
The Pupil Premium and Ofsted

- Inspectors will check that the reason the gap is narrowing is because the attainment and progress of disadvantaged pupils is rising, rather than that of non-disadvantaged pupils falling.
Key questions for school leaders

1. Did you focus sufficiently on literacy and numeracy interventions?

2. Did you work with primary feeders to identify pupils who might benefit from summer schools, nurture groups, etc.?

3. Did you target your best teachers at your most disadvantaged pupils?

4. Did you apply for top-up summer school funding in 2015 before it was removed?
Key questions for school leaders

5. Do all teachers know who is eligible for Pupil Premium funding? Do they and governors know how that funding has been used and what impact it has had?

6. Where do pupils do their homework and independent study? If they live in chaotic homes, you need to provide a quiet space with support. Have you involved parents in making sure pupils use it?
Key questions for school leaders

7. What happened after you look at the data? What interventions did it lead to and what was their impact? What have you learnt?

8. Did you have gaps between exclusion and attendance rates as well as attainment gaps?

9. Do you have a senior leader responsible for Pupil Premium funding? Do you have a governor responsible for it?
Key questions for school leaders

10. Did higher (and lower) attaining pupils make as much progress as non-FSM? The Pupil Premium is not just there to get pupils up to age related minimum expectations.

11. What did you use as a benchmark when you compared your performance to other schools? Don’t just compare FSM pupils to other FSM pupils and look beyond LA figures to national standards.
Key questions for school leaders

12. How did you evaluate pastoral interventions?
13. When did you review your interventions? Did you track, review and improve your provision as you went along rather than wait until the end?
Pupil Premium: Good practice

• Detailed analysis of where pupils are underachieving and why
• Good use of research evidence when choosing activities
• Focus on high quality teaching, rather than relying on interventions
• Frequent use of achievement data to check effectiveness of interventions
• Systematic focus on clear pupil feedback and advice for improving work
Pupil Premium: Good practice

• Designated senior leader with clear overview of the funding allocation
• All teachers are aware of pupils eligible for Pupil Premium funding
• Strategies are in place for improving attendance, behaviour or family links as well as for improving academic performance
• Performance management includes discussions about Pupil Premium
Pupil Premium: Common pitfalls

- A lack of clarity about the intended impact of interventions
- Indiscriminate spending on teaching assistants
- No monitoring of quality/impact of interventions
- An unclear audit trail
- Focus solely on pupils attaining the Level 4 benchmarks
- Pupil Premium is spent in isolation
Pupil Premium: Common pitfalls

• School compares performance to local, not national, data
• Pastoral work not focused on desired outcomes for pupils
• Governors are not involved in taking decisions
Pupil Premium: What to report

• Schools need to report on how much Pupil Premium funding they received in the current academic year and how they intend to spend the funding.

• They need to be able to articulate their reasons and evidence for this.
# Pupil Premium: Planning and evaluation

<table>
<thead>
<tr>
<th>Pupil Premium used for:</th>
<th>Amount allocated to the intervention:</th>
<th>Is this a new or continued intervention?</th>
<th>Brief summary of intervention inc details of pupils involved and timescales:</th>
<th>Specific intended outcomes:</th>
<th>How will the intervention be monitored? How will success be evidenced?</th>
<th>Impact - what did the intervention achieve?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
To summarise...

• Follow the 3-point plan
• Ensure data is more than a spreadsheet
• Put teaching and learning first
• Report on the funding received, how it has been spent and why, and any differences made to the learning and progress of disadvantaged pupils
• Ensure all staff are fully informed, and that you have a senior leader and a governor responsible
• *Know thy impact!*
Buy Matt's books in paperback and ebook from Amazon and www.booksforschool.eu

Read Matt's blog and download free resources at www.bromleyeducation.co.uk