



# A Pupil Premium Handbook for Cambridgeshire Schools



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# Foreword

In Cambridgeshire, closing the attainment gap between our most deprived pupils and their peers has long been a priority. It is now our central priority and one we are keen to ensure we address quickly and effectively.

Cambridgeshire has a high level of inequality in educational attainment. In terms of the gap in attainment between pupils in receipt of free school meals and the rest – the national measure of inequality in attainment - Cambridgeshire is placed 126th out of 151 local authorities at the end of the Foundation Stage, 112th by the end of Key Stage 4, and 141st at attainment of level 3 by the age of 19. This is clearly unacceptable to us all.

So, I welcome the provision of a pupil premium to support schools in improving the achievement of our most disadvantaged children and young people. However, simply spending money will not raise attainment and aspirations alone, and the way this money is spent to ensure maximum impact, is crucial.

The Sutton Trust research is useful in analysing what really makes a difference, enabling schools to make informed choices about professional development and workforce deployment. The toolkit makes it clear that high quality, effective whole class pedagogies can lead to success for all children and young people, including those that are our most vulnerable.

This Cambridgeshire Pupil Premium Handbook celebrates and supports the work that so many Cambridgeshire schools and networks have begun in developing significant and prolonged policies leading to effective outcomes for all our pupils.

I urge you to reflect and review the practice in your school, and use this handbook to ensure that we provide the most effective practice for our children with the greatest need.

Gayle Gorman



# Introduction

The Pupil Premium is designed to ensure that funding to tackle disadvantage reaches the pupils who need it most. The funding is allocated to Local Authorities and schools with pupils from Reception to Y11 who are eligible for free school meals (FSM), are looked after or have parents currently in the Armed Forces. In 2011/12 the funding stands at £488 per child (£200 for children of Armed Forces families) and is set to increase to £600 and £250 respectively in 2012/13. From April 2012 the coverage of the Premium will also be widened to include those eligible for FSM at any point in the last six years. This is known as the Ever 6 FSM measure. Estimates demonstrate that this will include an extra 555,000 pupils across the country. Therefore, in 2012-13, the total funding allocated nationally will increase from £625m to £1.25bn.

The attainment gap between pupils from deprived backgrounds and their more affluent peers is well documented through all stages of education. In fact, after prior attainment, poverty is the single most important factor in predicting a child's future life chances. Even the highest early achievers from deprived backgrounds are overtaken by lower achieving children from advantaged backgrounds by the end of Key Stage 1 (KS1) and the likelihood of a pupil eligible for FSM achieving the expected levels of progress are one third those of a non-FSM pupil. The gap continues to widen through secondary education and persists into Higher Education. The odds of an FSM pupil achieving five or more GCSEs at A\*-C including English and mathematics are less than one third those of a non FSM pupil. A pupil from a non-deprived background is more than twice as likely to go on to study at university as their deprived peers. The Government therefore believes that making additional funds available to schools will give the poorest children who achieve less well a better start in life.

Children growing up in poverty in Cambridgeshire achieve less well at school than almost anywhere else in the country. Almost 8,000 pupils were eligible for the deprivation pupil premium fund in 2011/12 - over 10% of the pupils on roll. However, only 38% of pupils eligible for FSM in Cambridgeshire achieved the expected level of development after their first year of school - 6 percentage points (ppts) below the national figure. The gap continues into secondary education with nearly three quarters of our 16 year olds eligible for FSM not achieving five good GCSEs; 3 ppts below children in receipt of FSM nationally; and by 19, just over half will achieve the Level 2 threshold, and only 21% will achieve the Level 3 threshold; 8ppts below national average. The longer term outcome of this under-achievement is clear – in Cambridgeshire, those children growing up in poverty are nearly three times more likely to be NEET (not in education, employment or training) than those not in receipt of free school meals.

The Government is confident that schools will identify the most effective way to raise the attainment of their disadvantaged pupils. So, schools are free to spend the money in the best way they see fit. However they will be held accountable for how they have used the additional funding. New measures will be included in the performance tables that will capture the achievement of those deprived pupils. Schools are also required to publish online information about how they have used the Premium to ensure that parents and others are made fully aware of the attainment of pupils covered by the Premium.

Furthermore, in accordance with the new framework for school inspection, OFSTED inspectors will consider:

- how well gaps are narrowing between the performance of different groups of pupils in the school and compared to all pupils nationally
- how well pupils make progress relative to their starting points and
- the extent to which well judged teaching strategies, including setting challenging tasks matched to pupils' learning needs, successfully engage all pupils in their learning.

In the publication '*Twenty Outstanding Primary Schools Excelling Against the Odds*' (2009), OFSTED make it clear that;

*It is no longer acceptable to use a child's background as an excuse for underachievement. The challenge for schools is to make a difference. Schools know and try to do this; some are more successful than others.*

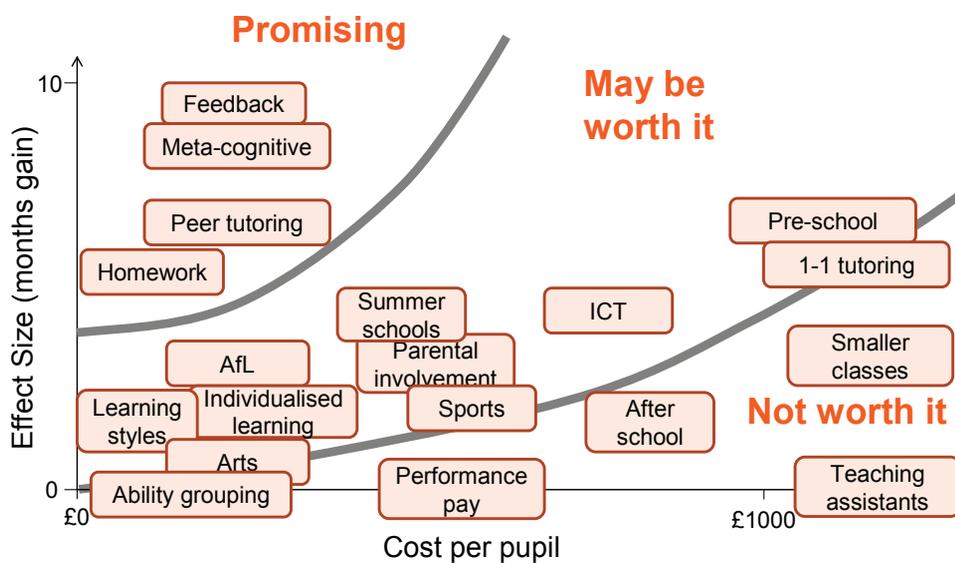
This Handbook is designed to support schools in identifying the most appropriate and effective ways to use the Pupil Premium. It explores the teaching and learning strategies which have been proven to raise attainment and accelerate progress of disadvantaged pupils, relates case studies of effective practice from Cambridgeshire schools and offers advice on the best ways of evaluating pupil interventions. It is hoped that, in partnership with the Local Authority and other schools, headteachers will be supported to ensure that the Pupil Premium funding is used to build long term, sustainable change and lead to highly effective classroom practice for all Cambridgeshire pupils.



# Teaching approaches which 'Close the Gap'

The Sutton Trust has created a toolkit which summarises the research evidence on improving learning and attainment to support schools in making informed choices about how to support their pupils who are eligible for the Pupil Premium funding. In the following pages we explore the seven teaching and learning approaches which they found to have the highest impact on pupil achievement. The full list of approaches and potential gains is available in Appendix 1 as well as additional materials to plan and evaluate interventions. The complete toolkit can be downloaded from <http://www.education.gov.uk/schools/pupilsupport/premium/a00200492/ppstrategies>

## Overview of value for money



# Effective Feedback

Feedback is the process through which pupils understand how well they are doing. It can be written, usually through teacher marking, as well as oral feedback. Oral feedback can be direct and sometimes indirect. Feedback can be related to pupil behaviour, specific learning skills, related to the task or lesson content or dispositions demonstrated. However, for feedback to effectively raise achievement research has shown that it should be related specifically to the learning and processes undertaken.

Studies on feedback strategies indicate high levels of impact on learning in both Primary and Secondary settings. With an effect size of 0.73 and a potential gain of nine months, it provides the highest impact for lowest cost of all the approaches considered by The Sutton Trust. One study even estimates that the impact of rapid feedback on learning is 124 times more cost effective than reducing class sizes.

However, there is a significant challenge in making it work efficiently in the classroom and ensuring consistency. Significant professional development may be necessary.

Feedback is most effective when:

**learning is challenging** and the feedback is about challenging tasks or goals which have been clearly explained. In most cases, teachers would link the learning intention of the lesson or series of lessons to the feedback

**it is given sparingly.** Constant feedback is less effective than targeted, meaningful feedback

**it is developmental.** Feedback which highlights what is wrong does not improve attainment as effectively as feedback which highlights what has been successfully achieved and then about how to improve

**it is specific.** Use of success criteria, learning steps and clearly modelled processes enable teachers and peers to give effective feedback specific to the learning intention rather than unspecific comments (e.g. Well done, Good girl)

**it demonstrates improvement.** Feedback which compares what a pupil is doing right now with what they have done wrong or misunderstood in the past focuses the pupil on the learning process rather than product.

**it is formative.** Summative feedback (e.g. marks, grades or levels) has been found to have a negative impact on motivation and ultimately on achievement when compared to formative comments linked to learning intentions and success criteria.

**it is encouraging.** Effective teachers are aware of the emotional impact that feedback has, strive to raise self-esteem and motivation and avoid comparisons to other pupils.

**it is acted upon.** When the opportunity is given during the lesson or series of lessons for the students and pupils to act upon the feedback they have received achievement of the learning intention is likely to be improved.

**it is part of effective Assessment for Learning practice.** Feedback is part of a whole school ethos where the principles of Assessment for Learning are central to teaching and learning.

For further information about effective feedback; National Strategies – Assessment and feedback <http://webarchive.nationalarchives.gov.uk/20110809091832/http://teachingandlearningresources.org.uk/collection/23211/node/30426>

Enriching Feedback in the Primary classroom (2003), Shirley Clarke

Inside the Black Box: Raising standards through classroom assessment (2006), Paul Black and Dylan William The Association for achievement and Improvement through assessment (aaia) <http://www.aaia.org.uk/>

Teaching and learning review tables to support school self-evaluation are sited in Appendix 2.1.

# Metacognitive and self-regulation strategies

Metacognitive strategies are those classroom approaches which encourage students and pupils to be aware of their own learning – often referred to as learning to learn. They sometimes promote cross-curricular learning skills such as enquiry or problem solving; aim to develop learning dispositions such as resilience or reflectivity or focus on teaching thinking skills such as creative thinking or evaluation. Self-regulation skills allow learners to manage their own motivation, thinking and reasoning.

Meta-analysis reports very high levels of impact with a potential gain of eight months in one year for very little cost. The Sutton Trust has found evidence that Metacognitive approaches are particularly helpful for lower achieving pupils and, though high impact is seen in primary schools, it tends to be even more effective with older students.

The costs of developing a 'learning to learn' environment are low. Many pupils could benefit from schools creating a community of learning which promotes and enhances learner autonomy, self regulation, questioning and independence.

Metacognitive and self-regulation strategies are most effective when:

- **they are made explicit.** Effective teachers model and explain the strategies being taught so that pupils and students understand what they are learning.
- **they are transferable.** The strategies are more effectively learned when they are taught, modelled and applied in a range of contexts and across the curriculum inside and outside of the classroom.
- **they are valued.** Children and young people pay more attention to learning skills when they understand why they are useful and they receive feedback related to the specific self-regulation skills they are learning.
- **they are part of the whole school ethos.** In effective 'learning schools' the classroom culture

and school philosophy support the skills and dispositions and the Metacognitive strategies form the basis of the whole curriculum. Effective schools consider the learning dispositions when arranging the timetable, planning learning and choosing appropriate pedagogies.

- **conditions for learning are right.** Effective teaching recognises that learning has both cognitive and affective dimensions and pays attention to motivation and self-esteem. This includes developing positive and supportive relationships by creating conditions for learning which form the overall context within which a teacher's knowledge, understanding and skills are applied and the learners' progress can be maximised.
- **part of good home/school partnerships.** Home learning is valued and parents and carers know about school learning. Likewise, schools need to know about and value home learning and the richness and diversity of backgrounds, cultures and skills represented in the wider community.

Some examples of Metacognitive and self-regulation strategies can be found at;

Learning to learn – key aspects of learning  
<http://teachfind.com/national-strategies/excellence-and-enjoyment-learning-learn-%E2%80%93-key-aspects-learning>

Robert Fisher - Developing metacognition in children  
[http://www.teachingthinking.net/thinking/web%20resources/robert\\_fisher\\_thinkingaboutthinking.htm](http://www.teachingthinking.net/thinking/web%20resources/robert_fisher_thinkingaboutthinking.htm)

Guy Claxton - Building Learning Power  
<http://www.buildinglearningpower.co.uk>

For books and information about brain based learning and accelerated learning;  
<http://www.acceleratedlearning.co.uk/publications.htm>

# Peer tutoring/peer-assisted learning

Peer tutoring/peer-assisted learning describes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support. Learners can be arranged in same-age/same-ability groups or by pairing more advanced tutors with younger or lower-attaining tutees. Alternatively, in the collaborative or reciprocal learning, learners alternate between the role of tutor and tutee.

A common characteristic of peer tutoring/peer-assisted learning is that the learners take on responsibility for aspects of teaching. Peer tutoring promotes academic gains as well as social enhancement. Whilst there are many differing approaches and programmes available to primary and secondary schools, particularly for mathematics and reading, they all encompass a shared goal of creating self-managed learners with high self-esteem.

The evidence of impact is relatively high, with a potential gain of six months with apparent benefits for both the tutor and tutee. Furthermore, the collaborative learning aspect of the strategy encourages positive social interaction between students in a classroom. However, the research makes it clear that the approach should be used to supplement or enhance normal teaching, rather than to replace it. Therefore, it can be problematic to organise and run a programme within a teaching timetable, especially where more than one class or institution is involved.

Peer tutoring/peer-assisted learning strategies are most effective when:

- **Relationships are strong.** Where the tutor and tutee have mutual respect and feel happy and confident, an effective, learning dialogue is more likely to take place.
- **The environment is right.** A space where tutor and tutee both feel comfortable is necessary in order that they both feel confident to ask and answer questions. Ideally, it should be quiet and free from distractions.

- **Tutors are trained.** Tutors should have a clear format or structure to follow and understand the purpose and desired outcomes for the tuition. They need to be given strategies to engage their tutee and manage the learning effectively.
- **Outcomes are planned, communicated and evaluated.** Schools with effective peer-tutoring programmes have clear expectations about the purpose and outcomes of the tutoring which have been shared with the tutor, tutee and, where appropriate, parents and carers. Evaluation of progress towards the specific goals is made during and at the end of the programme to support next steps planning.

For further evidence about what works in peer to peer tutoring;

<http://media.education.gov.uk/assets/files/pdf/e/evidence%20-%20peer-to-peer%20support.pdf>

For general information about peer tutoring in reading and maths;

<http://www.readingrockets.org/article/22029/#conclusion>

There are a number of peer-tutoring programmes. For further information; Paired Reading;

[http://www.literacytrust.org.uk/resources/practical\\_resources\\_info/3989\\_extract\\_from\\_paired\\_reading\\_schemes\\_a\\_teacher\\_toolkit](http://www.literacytrust.org.uk/resources/practical_resources_info/3989_extract_from_paired_reading_schemes_a_teacher_toolkit)

Paired Maths and Science;

[http://www.york.ac.uk/iee/research/t\\_peer\\_learning\\_paired\\_maths.htm](http://www.york.ac.uk/iee/research/t_peer_learning_paired_maths.htm)

<http://www.dundee.ac.uk/eswce/people/kjtopping/publications/paired.htm>

Reciprocal reading;

<http://www.buzzle.com/articles/reciprocal-teaching-strategies.html>

# Early years and pre-school intervention

The Field report in 2010 recognised the importance of the first five years of a child's life in determining their future:

***“We have found overwhelming evidence that children's life chances are most heavily predicated on their development in the first five years of life. It is family background, parental education, good parenting and opportunities for learning and development in those crucial years that together matter more to children than money, in determining whether their potential is realised in adult life”***

*The Foundation Years: preventing poor children becoming poor adults, the Independent Review on Poverty and Life Chances **Frank Field** December 2010*

We know that children's achievements in the Early Years last – there is a clear growth in performance at KS1 with every additional point achieved in the FSP. 94% of children who achieve a good level of development at age five go on to achieve the expected levels for reading at KS1, and they are five times more likely to achieve the highest level. Pupils who start off in the bottom 20% of attainment at age five are six times more likely to be in the bottom 20% at KS1 compared to their peers. (DfE 2010)

The Sutton Trust refers to the effectiveness of early years intervention in relation to access to early years education. Overall, the Sutton Trust found evidence which suggests early intervention is beneficial with above average impact and potential gains of 6 months. Their report indicates that impact is greater with access to early years education which last longer (up to a year) rather than those which last for shorter periods of time. Whilst there are durable effects on attitudes to learning, the impact on attainment can diminish over time.

The Early Years Foundation Stage provides a framework for schools to plan educational experiences for young children from Reception into KS1, and to monitor their progress. Specific early intervention programmes can support schools to identify children who may need extra support to reach age-related expectations in specific areas, particularly in communication and language, and in mathematical development. Programmes which encourage the engagement of parents in their child's learning will be most effective.



Early intervention is effective when:

- **the practitioners are highly trained.** Regular and high quality training is provided, including early years and childcare qualifications. Care is taken to ensure that practitioners are up-to-date with emerging good practice in effective intervention for children at risk of low attainment.
- **pupils are appropriately identified.** A range of data is used to inform settings of the under-performing groups of children on their roll and those at risk of low attainment. Vulnerable cohorts are identified, including summer born children, FSM pupils, Children of Eastern European migrant workers and those with an identified Special Educational Need. Links are made with the local children's centres who may already be working with vulnerable children before they start school thus supporting early identification.
- **pupils' learning needs are correctly identified.** A range of interventions are planned for to meet a child's wide range of needs. The ability to use and understand language is recognised as important across the whole curriculum, and in terms of behaviour, friendships, thinking, listening and learning.
- **outcomes are planned, communicated and evaluated.** Settings who make effective early interventions have clear expectations about the purpose and outcomes of any programme of support. These have been shared with the parents and carers. Evaluation of progress towards the specific goals is made during and at the end of the programme to review progress and support next steps planning.
- **it is part of good home/setting partnerships.** Home learning is valued and parents and carers know about the learning that goes on in the setting. Likewise, settings need to know about and value home learning and the richness and diversity of backgrounds, cultures and skills represented in the wider community.

Graham Allen's report on Early Intervention (January 2011)

<http://www.dwp.gov.uk/docs/early-intervention-next-steps.pdf>

Frank Field's report on the foundation years (December 2010)

<http://webarchive.nationalarchives.gov.uk/20110120090128/http://povertyreview.independent.gov.uk/media/20254/poverty-report.pdf>

Narrowing the Gaps in Early Years

<http://teachingandlearningresources.org.uk/collection/40457>

Cambridgeshire's Early Years workforce development team

<http://www.cambridgeshire.gov.uk/education/parents/childcare/Childcare+training+and+qualifications.htm>

Every Child a Talker

<http://webarchive.nationalarchives.gov.uk/20110809091832/teachingandlearningresources.org.uk/collection/12796>

Social and emotional aspects of development materials

<http://webarchive.nationalarchives.gov.uk/20110809091832/http://teachingandlearningresources.org.uk/early-years/social-and-emotional-aspects-development-sead>

Find contact details for local children's centres at:

<http://www.cambridgeshirechildrenscentres.org.uk/>

# One to one tuition

One to one tuition involves withdrawing an individual pupil from class to be given regular sessions with a trained teacher. The sessions are usually between 30 minutes and one hour and may take place several times a week for a set period of time, generally 6-12 weeks. It is designed to enable pupils to catch up with their peers and is usually provided for reading, writing or mathematics.

The Sutton Trust has found strong evidence of the benefits of one to one tuition, particularly for younger learners in primary schools, with a potential gain of four to five months during the period. The costs for such intensive support are high. The evidence also suggests that tutoring should be additional to normal whole class lessons rather than as a substitution, which can be problematic when timetabling the sessions.

One to one tuition is most effective when:

- **tutors are experienced teachers.** Greater gains are seen where the tutor is an experienced teacher rather than a volunteer or teaching assistant. An experienced teacher will have the skills to work flexibly according to the tutee's needs as misconceptions are revealed as well as effectively modelling the skill/knowledge to be learned.
- **the tutee has been effectively selected.** Schools use a variety of evidence to choose the most appropriate pupils. The pupil's needs are effectively assessed and tuition is planned to take place at the optimum time in their school career.
- **it is additional to high quality whole class teaching.** One to one sessions are additional to normal whole class lessons. There are strong links between the learning in class and the content of the tuition sessions so that learning is transferred from one context to another.
- **learning is applied.** One to one tuition sessions allow time for the tutee to apply the learning directly. Therefore, part of the session will allow for independent work albeit for a short period.
- **appropriate outcomes are planned, communicated and evaluated.** Tutors and classteachers have clear expectations about the purpose and outcomes of the period of tuition. These have been shared with the parents and carers as well as with the tutee. Evaluation of progress towards the specific goals is made during and at the end of the programme to review progress and support next steps planning.
- **the tutee is involved in self-assessment.** When the tutee understands what they need to learn next; why it is important and is able to evaluate how successful they are in achieving the goals, they are more engaged in the tuition and more likely to transfer the learning to a wider range of contexts.
- **the relationship between tutor and tutee is positive.** Where the tutee feels happy and confident they ask questions and clarify any misunderstandings. There is an appropriate balance of tutor/tutee talk and an effective, learning dialogue takes place.



Evidence notes and further details can be found at;  
<http://media.education.gov.uk/assets/files/pdf/e/evidence%20-%20one-to-one%20tuition.pdf>

Further information can be found at;  
<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/onetoonetuition>  
<http://emmarogers.org.uk/one-to-one-tuition/>

For advice about one-to-one tuition for specific groups, visit;  
<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/onetoonetuition/a00200266/developing-quality-tuition>

Case studies of effective practice can be found at;  
<http://www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/onetoonetuition/a00200266/developing-quality-tuition>

One-to-one tuition programmes are available. For example, Reading Recovery/Every Child a Reader  
[http://c99.e2bn.net/e2bn/leas/c99/schools/c97/accounts/pnslit/Homepage%202/Inclusion/Every\\_Child\\_A\\_Reader/](http://c99.e2bn.net/e2bn/leas/c99/schools/c97/accounts/pnslit/Homepage%202/Inclusion/Every_Child_A_Reader/)

Catchup Numeracy  
<http://www.numicon.com/Intervention-home.aspx>

Catchup Literacy  
<http://www.catchup.org/CatchUpLiteracy/IntroducingCatchUpLiteracy.aspx>

Fischer Family Trust  
[http://www.fischertrust.org/lit\\_onetoone.aspx](http://www.fischertrust.org/lit_onetoone.aspx)

A checklist to support the monitoring of one to one tuition is located in Appendix 2.2.



# Homework

Work for pupils to complete out of school is commonly reading, preparing for work to be done in class or practising and completing things already taught in class. It may include topic-based activities focussing on enquiry or revision for tests and exams. Whilst a number of reviews have found that schools whose pupils do homework tend to be successful schools, it is not clear whether homework alone is the reason for the success. However, there is some evidence that homework can be an effective intervention in improving attainment by up to five months. The research strongly suggests that it is more valuable during the secondary phase and much less effective at primary level.

Homework is effective when:

- **it is well planned.** Staff and pupils regard homework as an integral part of the curriculum rather than an after-thought or add on. It is planned and prepared alongside all other programmes of learning. Tasks set are integrated into the whole class lessons.
  - **it takes 1 to 2 hours per school day.** The optimum level of between 1 to 2 hours, or slightly longer for older pupils but the effectiveness is reduced as the length of time increases.
  - **pupils receive feedback.** When homework is completed well it is acknowledged and praised. Homework is marked in line with the school's feedback policy and treated with as much respect and attention as school-based learning.
  - **it is supported by parents/carers.** The support of parents and carers is essential. They assist in many ways, for example, helping their children at home, monitoring homework and providing encouragement. Families need to understand why their involvement is helpful, and when they should expect pupils to complete homework entirely independently or with support. They are assured that it is the time that they give to their children, and the discussion involved that's important rather than needing any specialist knowledge.
- **it is part of good home/school partnerships.** Home learning is valued and parents and carers know about school learning. Likewise, schools need to know about and value home learning and the richness and diversity of backgrounds, cultures and skills represented in the wider community. Contributions from all homes are valued and the support from home is not underestimated. Support from all families is acknowledged regularly.
  - **it supports attainment of all pupils.** Homework tasks are differentiated and are appropriate to the needs of individuals. A variety of tasks are set, for example joint family learning tasks, independent learning, the use of ICT.
  - **practices are developed over time.** The foundations of effective homework practices are established early on and develop progressively across the key stages - effective homework practices can also be used to support effective transition to the secondary phase.

For more information;

<http://www.netc.org/focus/strategies/home.php>

<http://webarchive.nationalarchives.gov.uk/20110218194057/http://www.teachernet.gov.uk/management/atoz/h/homework/>

Information for parents;

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00142-2010>

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/PKHFM3>

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00141-2010>

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00143-2010>

# Information and Communication Technologies (ICT)

The Sutton Trust considered the use of digital technologies to support learning; either through particular teaching programmes or equipment or through the use of ICT as teaching tools, such as an interactive whiteboard. There is an extensive range of approaches and equipment so drawing clear conclusions is problematic. However, studies have consistently found that ICT is associated with improved learning. Though the impact varies, the gains are moderate with a potential gain of four months. There is some evidence that it is more effective with younger learners. There is clear evidence that it is more beneficial for writing rather than spelling or mathematics.

It is also the case that the way the technology is used proved to be more important than the technology itself. Therefore, as well as the extensive costs involved with buying the equipment, schools should also budget for additional training which makes a difference as to how effectively the technology is used. Schools should also consider the pace of technological change, making it difficult to predict the level of impact new technologies may have on learning.

ICT is most effective when:

- **it is effectively used by teachers.** ICT can support highly effective teaching and learning, facilitate a range of learning strategies and promote dialogue and collaborative work. However, the technology alone cannot create the impact.
- **it promotes collaborative learning.** Studies suggest that individualised learning with technology may not be as helpful as small group learning.
- **it is well-maintained.** ICT is most likely to be used effectively when it is in good working order, so schools plan and budget for appropriate support and maintenance.
- **it supplements traditional approaches.** Evidence suggests that technology effectively supplements other forms of teaching and is not a replacement.
- **learning is made explicit.** Effective teachers model and explain the strategies being taught so

that pupils and students understand what they are learning. The learning rather than the technology remains the focus.

- **it is well planned.** Staff regard ICT as an integral part of all curriculum areas rather than an after-thought or add on. It is planned and prepared alongside all other programmes of learning.
- **it is used selectively.** Teachers use ICT selectively and appropriately to enliven the teaching process, motivate pupils towards positive attitudes to learning and promote effective learning. It is one in a range of pedagogies teachers utilize.

For further information;

<http://www.teachfind.com/national-strategies/learning-and-teaching-using-ict-leadership-team-toolkit>

<http://www.nationalcollege.org.uk/index/leadershiplibrary/ldr-magazine/ldr-latest-articles/empowering-learners-through-technology.htm>

[http://www.nesta.org.uk/assets/events/livingstone-hope\\_skills\\_review\\_of\\_video\\_games\\_and\\_visual\\_effects](http://www.nesta.org.uk/assets/events/livingstone-hope_skills_review_of_video_games_and_visual_effects)

Classroom suggestions; Teachers' TV

<http://webarchive.nationalarchives.gov.uk/20101021152907/http://www.ttrb.ac.uk/ViewArticle2.aspx?anchorId=17756&menu=17834&ContentId=16719>

ICT in learning

<http://www.det.wa.edu.au/education/cmisis/eval/curriculum/ict/>

O2 zone – revision videos

<https://www.o2learn.co.uk/index.php>

National Centre for Excellence in the teaching of mathematics

<https://www.ncetm.org.uk/resources/magazines>

Accelerate/acceleratewrite

<http://www.dyslexic.com/accelerate>

# Using the Pupil Premium within effective school partnerships

It is clear through the action research and development work of schools in Cambridgeshire that effective school partnerships can play a significant role in bringing about improved attainment for pupils. In the 2012 report '**Effective school partnerships in Cambridgeshire**' the progress in the partnership schools increased due to the professional development gained through working together.

All schools saw some good improvements in KS2 data, particularly in English. Two schools made significant improvements at Level 4+ in English, maths and combined. One of these saw an increase of more than 10% across the board making scores in line with local and national expectations, having been consistently below the floor standard in recent years. Progress across Key Stage 2 also saw a good improvement. One school increased this in both English and mathematics by more than 30% with 100% two levels progress in English. In two of the schools both attainment and progress results were the best for at least five years.

The many benefits of working collaboratively are well documented, from strengthening leadership to developing career progression. However, when considered in the context of the Pupil Premium Fund, the potential for improving outcomes for children and young people through developing teaching and learning is considerable. Benefits include:

- improvement in the quality and consistency of teaching and learning
- enabling teachers to share and develop practice together
- increased coaching and mentoring opportunities
- extended range of teaching experience and expertise
- increased scope for personal reflection
- raised aspirations

- improvement in pupil progress and attainment
- extending the range of provision for groups of pupils
- providing insight into other phases of education and improving transition from one phase to another

A wide range of collaborative structures have been developed in Cambridgeshire in recent years:

**Peer to peer support** - These include Leading Teachers in the primary phase and Leading Departments in secondary / special schools; Advanced Skills Teachers (ASTs); National and Local Leaders of Education (NLEs and LLEs), and now Specialist Leaders of Education (SLEs); and Professional Partners / headteacher mentors. More recently, the LA has begun to develop approved lists of Associate Advisers.

**Collaborative structures** - These range from formally established Federations and clusters of schools to informal collaborations. Effective processes and structures to ensure that learning can be shared have been developed and agreed.

**Teaching schools** - Cambridgeshire's first Teaching School is CASTA, the Cambridge Schools Teaching Alliance.

*Two years ago our teachers felt that we were doing the same things repeatedly without making any real difference for our children or results – now they feel like achievers!*  
(Headteacher)

*'From a primary perspective it was vital that there was a concerted, collaborative effort to ensure existing practice became more effective for all children.'*  
(Chair of the Wisbech Schools Partnership)

However, in order to make best use of the funds, schools should consider potential obstacles to success. Key questions to support the establishing of a partnership include:

- Who would be the most appropriate partner(s)?
- How will all members of staff be engaged in the professional development activities?
- Where will the additional time necessarily associated with involvement in a partnership be found?
- How will the interests of individual schools be balanced with those of the partnership as a whole?
- Who should be accountable for improvements across the partnership?
- How will outcomes as a result of the collaboration be measured and evaluated?

***'The appointment of the co-ordinator has made a huge difference. She project manages the work, sees things through and, importantly, shows initiative. We now work strategically – we have an action plan that is always implemented. We can see real progress.'***

(Primary Headteacher)



Before embarking on partnership work, effective schools take appropriate steps to create a realistic development plan.

1. Undertake a self-assessment to identify strengths and areas for development.
2. Identify appropriate development goals which are then turned into achievable outcomes. Small, incremental development that can be achieved will be of more benefit than unrealistic and aspirational development goals which stand little chance of being successfully achieved
3. Negotiate and agree a development plan which provides a structured way for all partners to agree which goals should be prioritised, the actions to be taken, responsibility for those actions and the timeframe.
4. Create a system of monitoring, allowing for progress towards priorities to be reviewed providing the basis for continuous improvement within the partnership.

The commitment and support of all partnership members is needed to ensure that adequate resources are identified and that those responsible for delivering the actions identified in the development plan are held to account. Development plans should be reviewed on a regular basis so that progress may be assessed and any emerging difficulties addressed.

In 2010 headteachers in the CABMAG group of schools (Comberton and Bassingbourn, Melbourn and Gamlingay) decided to set up an in-school counselling service for primary aged children. The secondary schools involved were extremely supportive and were prepared to forego some of their funding entitlement in order for the project to succeed. They understood the potential impact an early intervention service such as this could have.

The counselling service began life as the Kids Counselling Collective. It is run by fully trained counsellors in collaboration with Relate. All counsellors have supervision time with a trained family therapist built into their contract hours. Access to the service is through a single referral form and headteachers meet once a term with the family therapist to discuss cases and allocate counselling provision. Provision is on the basis of need at any particular time and the length of time a counsellor works with any child is again dependant upon need. For some children six sessions will be all they need for others it is a much longer ongoing piece of work which can go on for over a year. The counselling had proved so successful that 13 out of the original 27 schools (the BeMAG cluster – Bassingbourn, Melbourn and Gamlingay) were determined that it should continue. A steering group has been set up to oversee the development of the project and investigate fundraising and corporate sponsorship opportunities.

The Wisbech Schools' Partnership (WSP) comprising 19 schools (2 nursery, 15 primary, 1 special and 1 secondary) has a long tradition of working collaboratively. This work has evolved over many years and has created a supportive network of schools who actively co-operate to provide curriculum enrichment activities, focussing on raising aspirations and standards. There is a genuine desire to ensure that the schools collectively serve their community. Eighteen months ago, to increase the efficiency and effectiveness of their work, the schools employed a partnership co-ordinator who is able to commit time, above and beyond that of individual headteachers, to planning, implementing and evaluating the partnership's projects.

The logic impact evaluation model enables both effective planning for impact and impact evaluation across partnerships. It is designed to help ensure that impact is planned for and appropriate qualitative and quantitative evidence sources are incorporated at the planning phase. It helps to demonstrate the impact of work on short, intermediate and long term goals.

A full version of the model and guidance on how to use it is available in Appendix 3.1



# Using the Pupil Premium for workforce development and professional development

## Effective Professional Development

As the Sutton Trust meta-analysis has shown, many of the approaches with high potential gains take place in the classroom. Quality first teaching can lead to high levels of achievement and progress for all pupils. So, professional development of teaching staff is key to raising attainment of our disadvantaged pupils.

When making decisions about how best to spend the Pupil Premium fund, schools will undertake a series of decision making questions:

1. Who are our under-performing or low attaining children?
2. What teaching strategies will best support these children in making accelerated progress to narrow the gap between them and their peers?
3. What skills, understanding or knowledge will the workforce need in order to implement the teaching strategies effectively?

To support these questions, the Narrowing the Gaps materials provide practical suggestions to meet the language, literacy and mathematics needs of different vulnerable groups of children, in order to narrow any gaps between them and the rest of the children in their cohort.

<http://webarchive.nationalarchives.gov.uk/20110809091832/http://www.teachingandlearningresources.org.uk/primary/narrowing-gaps-subject-leaders>

<http://webarchive.nationalarchives.gov.uk/20110809091832/http://teachingandlearningresources.org.uk/node/39778>

At The Manor School, the role of all teaching assistants has been enhanced to develop areas of specialism for each, for example. EAL/BME, GRT, G&T, motor skills, medical needs, key workers, English enhanced support for Eastern European students, alternative skills courses (youth leadership, sports leadership, ASDAN, Bridge Builder). They have increased the focus on staff training on interventions in the classroom, strategies for different needs and for individual students.

Once the professional development needs have been established, school leaders should decide what form of professional development will best meet the needs of the workforce. Professional development may consist of a range of different approaches from attendance at out of school training events to in-class coaching or action research. There is some evidence that more collaborative forms of continuing professional development (CPD), such as peer coaching, have a greater impact on teacher efficacy and pupil attainment.

OFSTED reports on CPD have consistently found the evaluation of CPD to be the weakest area in schools. To support the evaluation process, the Cambridgeshire Advisory Service's booklet 'Evaluating the impact of CPD' is available on the Education Portal - <http://c97.e2bn.net/e2bn/leas/c99/schools/c97/accounts/workdevelop/CPD/documents/Evaluating%20the%20Impact%20of%20CPD%20Guidance%20Feb%202008.pdf>

- Impact evaluation should focus on what participants learn, how they use what they have learned, and the effect on the learning of children and young people.
- There should be an agreed timeline for evaluating outcomes, accepting that some outcomes, such as children and young people's improved performance, may take longer to become evident than others. Unanticipated outcomes will also be considered.
- Planning and implementation of the impact evaluation should be a collaborative process between the individual and key staff involved in performance management and/or coaching and mentoring.



- The evidence base and the success criteria for the evaluation of impact should be agreed.
- Impact evaluation should be considered in the short, medium and long term. Longer-term professional development activities should involve formative reviews of impact at agreed stages.
- The evaluation of impact should include a cost-benefit analysis of the professional development.
- The processes for evaluating the impact of CPD activities need to be reviewed regularly to ensure that they are effective and proportionate.

For details of professional development opportunities in Cambridgeshire;

[www.schoolworkforce.ccceducation.net](http://www.schoolworkforce.ccceducation.net)  
[www.cas.ccceducation.net](http://www.cas.ccceducation.net)

For more information on effective CPD; OFSTED's report Good professional development in schools

<http://www.ofsted.gov.uk/node/2436>

How does collaborative Continuing Professional Development (CPD) for teachers of the 5-16 age range affect teaching and learning?

<http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=132>

A to Z of peer coaching

[http://teachfind.com/national-strategies/z-peer-coaching?current\\_search=peer%20coaching](http://teachfind.com/national-strategies/z-peer-coaching?current_search=peer%20coaching)

Coaching for teaching and learning: a guide for school leaders

<http://www.nationalcollege.org.uk/docinfo?id=133111&filename=coaching-for-teaching-and-learning.pdf>

# Effective deployment of teaching assistants

The Sutton Trust research carried out a review of the impact of support staff in schools and found little or no effect on pupil attainment. When compared with qualified teachers they are consistently less effective; achieving about half the gains. However, positive effects can be seen in pupils' perceptions and attitudes and in teacher morale. There is evidence that there is greater impact when teaching assistants are given responsibility in specific curriculum interventions, particularly when given training and support. Indeed, both the EPPI review and Ofsted found that classroom-based support staff can have a positive impact on academic progress when they are delivering specific and robust interventions in which they are well-trained, know what is expected of them, are aware of pupils' targets and are confident about assessing progress. They also stress the need for leaders to recognise the importance of the involvement of teaching assistants in the planning and feedback progress.

The Wisbech St Mary School began a series of precision teaching of Phase 5 phonics for children who were working at average or above average in Literacy but have a specific difficulty with spelling. The precision teaching, led by a Teaching assistant, took place 3 times a week for 5 minutes. Sessions comprised of a 1 minute test (benchmark), a 2 minute teach and then a 1 minute test to measure the success of the teach. Children also had weekly spelling sessions and regular assessments. The Teaching Assistant and classteacher liaised on the focus for the week so that through marking the teacher could assess if they had 'picked up' that sound. All children made accelerated progress with three out of the five children making approximately a year's progress in 5 months. It has improved their confidence in spelling which has in turn improved their writing.

When effectively deploying teaching assistants (TAs), schools:

- understand how the composition of the whole-school workforce meets the needs of the school and its pupils.
- share specialist skills and experience across clusters
- have a whole-school workforce strategy to inform recruitment and succession planning
- offer shared training and induction to develop common ethos and expectations, for example, behaviour management
- link support staff performance reviews with that of their teachers and within the school improvement planning cycle.
- link performance review with CPD provision. Ensuring it is accredited acts as a motivator.
- deploy TAs to manage the wider classroom to allow teachers to spend more time with groups and individuals.
- do not routinely deploy TAs to support lower attaining and SEN pupils thus avoiding pupil dependency
- ensure TAs understand their role and know exactly what they need to do.
- enable teachers and TAs to have allocated planning and feedback time with TAs so that they are more able to contribute to teaching and learning in the classroom.

Sharen joined Comberton VC seven years ago as a teaching assistant. She became responsible for planning and implementing maths lessons for groups. Sharen takes the students through from Year 9 to the end of their GCSE exam at both Foundation and Higher Tier. In 2008 Sharen joined Cambridgeshire County Council's first HLTA Maths Programme and successfully gained the HLTA status in the following year. Sharen is responsible for planning and delivering lessons, writing reports, attending parents' evenings and exam preparation for her maths classes.

Sharen says: ***'I work really hard to get them to understand the maths that they need to know in order to gain the best maths qualification that they are capable of.'***

Sharen uses data analysis to monitor the difference her teaching is making by comparing the progress of her students against other students at the same level. The comparison is favourable and students' grades have improved. In her current Year 10 class, 45% of the students are on track to achieve a grade C, with many others predicted to achieve a grade D rather than E or F.

For details of professional development opportunities for teaching assistants and support staff in Cambridgeshire;  
[www.schoolworkforce.cceducation.net](http://www.schoolworkforce.cceducation.net)  
[www.cas.cceducation.net](http://www.cas.cceducation.net)

For more information about effective use of teaching assistants;

A systematic literature review on how training and professional development activities impact on teaching assistants' classroom practice  
<http://eppi.ioe.ac.uk/cms/Default.aspx?tabid=2304>

Teaching assistants in primary schools: an evaluation of the quality and impact of their work  
<http://www.ofsted.gov.uk/resources/teaching-assistants-primary-schools-evaluation-of-quality-and-impact-of-their-work>



# Engaging parents and supporting home learning

Over the years there has been consistent evidence of the educational benefits of involving parents in their child's learning at home. Parental interest in their child's education has four times more influence on attainment by age 16 than socio-economic background ([Feinstein and Symons 1999](#)) - home learning activities undertaken by parents is more important for children's intellectual and social development than parental occupation, education or income. Parental involvement in their child's reading has been found to be the most important determinant of language and emergent literacy ([National Literacy Trust 2007](#)). Parental support programmes which focus on both academic outcomes and training in parenting skills are more effective than interventions that do not include such training. ([Institute of Education – Review of Best Practice in Parental Engagement: Practitioners Summary, 2011](#)), for example programmes such as Family SEAL to work alongside the Social and Emotional Aspects of Learning curriculum.

'The impact of parental involvement' ([DCSF, 2008](#)) confirmed that:

- Parental involvement in children's education from an early age has a significant effect on educational achievement, and continues to do so into adolescence and adulthood.
- The attitudes and aspirations of parents and of children themselves predict later educational achievement. International evidence suggests that parents with high aspirations are also more involved in their children's education.
- The quality and content of fathers' involvement matter more for children's outcomes than the quantity of time fathers spend with their children.
- Family learning can also provide a range of benefits for parents and children including improvements in reading, writing and numeracy as well as greater parental confidence in helping their child at home.

- Levels of parental involvement vary among parents, for example, mothers, parents of young children, Black/Black British parents, parents of children with a statement of Special Educational Needs are all more likely than average to be very involved in their child's education.

However, for many of our vulnerable or deprived children, engaging parents in their child's learning can be a challenge. Parents claiming FSM are on low income or unemployed – often they have not achieved well at school themselves and may not feel confident in engaging with school or with their child's learning. Along with selecting an appropriate teaching approach, providing for the increased involvement of parents may be an effective use of the Pupil Premium. Parents of disadvantaged children can and do make a positive contribution to their children's achievement in school if they receive adequate support and encouragement in the types of parent involvement that can make a difference ([Cotton and Wikelund, 1989](#)). Schools who have done so effectively allow sufficient time and resources to reach out to families.



At Guilden Morden Primary School, the counselling service has played an important part in supporting pupils with a wide range of needs. One pupil, whose family had many complex layers of need, has received weekly counselling since July 2010. The counsellor has identified an enormous improvement in the child's self confidence and attendance is improving. The school has a strong relationship with the parents who are keen to work with the school. Mum recently attended a training session on how to read with children and has volunteered to help in school. Parents are always willing to ask for support and are already liaising with the secondary school. In 2011 Ofsted noted -: ***The school is outstanding in the care, support and guidance it provides for individuals. It is highly effective in helping pupils to overcome any barriers to learning. It works closely with families in this, intent on ensuring that pupils thrive at school and become successful learners.... The school is highly effective in supporting pupils whose circumstances may make them vulnerable so that they can focus on learning. It is successful in overcoming barriers to learning, such as persistent absence.***

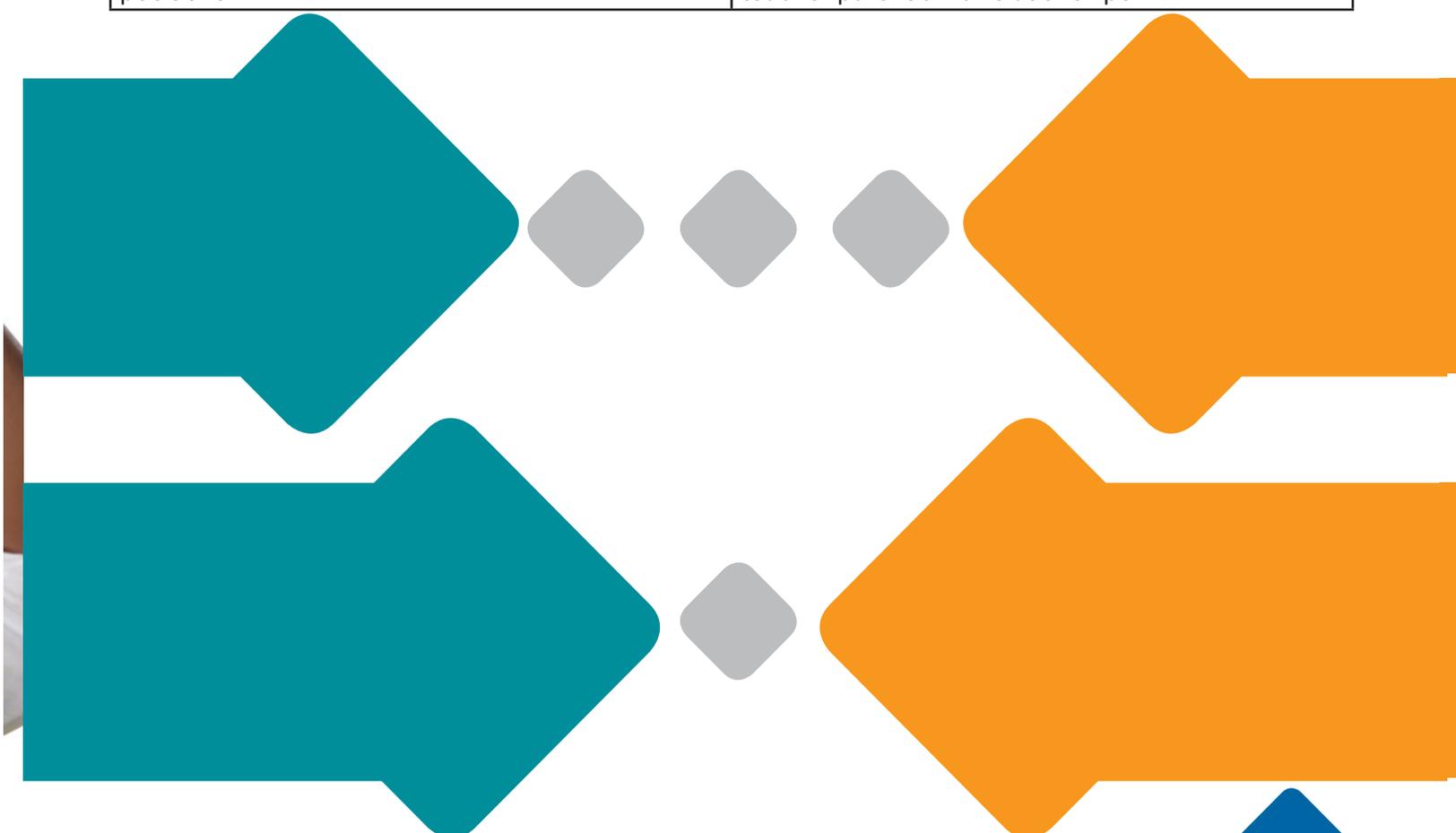
Research across Cambridgeshire schools has indicated that a range of methods are used that will engage single parents, parents of children with special needs, parents who have their own health or other needs, and very young parents. Schools have also recognised that workshops are a successful way of engaging more parents, and should be considered especially as a way to better engage fathers.

The Spinney Primary School has recruited a Parent Partnership Coordinator to engage with families particularly those that may otherwise not be involved in the life of their child's school. The school has at least 10 different ways and over 70 opportunities for parents to come into school to find out about their child's learning and progress. As a result, parental engagement is judged to be very good.

Effective schools also recognise the inter-relationship between school and home learning. The UKLA research project Building Communities (2009-10) identified the need to create a two-way traffic between home and school with schools increasingly valuing the children's experiences and adopting a less school-centric approach to learning.



Schools and teachers with more schoolcentric perspectives and orientations tend to:	Schools and teachers with more open/less schoolcentric perspectives and orientations tend to:
Be framed by the standards/performance-based agenda	Challenge the standards agenda and work to a set of broader outcomes
Measure literacy attainment through performance in standardised tests	See standardised literacy tests as part of a wider set of literacy achievements and interests
Conceive of learning as school-based	Recognise that learning happens in multiple contexts in and out of school
Focus on school literacy	Focus on school and everyday literacies
Provide families with information about school literacy	Find out about children's everyday literacy practices and funds of knowledge
Legitimate what the system recognises alone	Value and legitimate students' out of school experience
Construct one-way traffic between school and home	Foster and develop two-way traffic between home and school
Teach the National Curriculum	Tailor the National Curriculum in responsive ways and draw on children's funds of knowledge
Focus on teaching	Focus on teaching and learning
Retain professional distance and more hierarchical positions	Build close professional and more equivalent teacher-parent-child relationships



Much can be learned from the effective practice schools have shown in involving parents from different ethnic groups.

Shirley Community Nursery and Primary School has approximately 400 pupils on roll with just over 50% coming from a variety of different ethnic backgrounds. Many pupils speak English as an additional language (EAL) and over twenty different languages are spoken by the children. The school also has a relatively large Traveller population of 23.5%.

The school created opportunities to support GRT parents in their involvement in their children's learning and participation in the life of the school through:

- pupil voice interviews with Traveller children about their attitudes to school
- developing a study support club, homework menus and website links to support home learning.
- displays in communal areas. The school also celebrated GRT history month in June and had copies of the Traveller Times Magazine available and visible in school.
- parent consultations. A parent questionnaire was undertaken during consultations to establish the best time for future meetings.
- distance learning packs and the introduction of certificates for distance learning. GRT parents attended Family Assemblies to see their children receiving certificates. For example, a Distance Learning certificate was designed and presented to a child who returned a superb pack.
- support for children beginning school, including introduction of sessions for parents and children on the 6 areas of learning, progress update letters for

Reception class children, 'play and work with your own children' sessions

Overall attendance of GRT pupils has increased over the year and the school has its first governor from the Traveller community – he has two children at Shirley and his connection to the school goes back nearly 20 years, when his eldest child started there.

***"I just can't speak highly enough of the school," he said, "... the children ..., they don't feel any different from the rest of the children, the teachers are absolutely fantastic with them. That was one of the reasons that I came in as a parent-governor, just trying to give a little bit back."***

In October 2010, Shirley's commitment to equality was acknowledged when they became the first school in the country to win the EQualities award.

Work commissioned through Cambridgeshire's Child Poverty Strategy is increasing our understanding of the barriers to achievement presented by growing up in poverty, and of what needs to be put in place both in schools and for families. The main points arising from consultation so far are:

- Families have the most influence on inspiring young people, however there is a lack of knowledge amongst young people about the learning pathways families have taken to achieve the roles they are in.
- The main barriers for young people in achieving their aims are transport, a lack of role models, information on training and jobs, one-to-one support and a quiet place at home to study.

- Things that would help them are talks and visits from employers, one-to-one mentoring, access to PC/web sites, videos of young people and their pathways into jobs, positive images of young people in jobs and after school taster days in skills such as hairdressing, mechanics and beauty care.

Two of the wider aims of the Pupil Premium are to enable more pupils from disadvantaged backgrounds to progress to higher education and to raise the aspirations of those pupils from deprived households. Based on the findings of consultations with young people unlikely to aspire to further education or training in four Cambridgeshire secondary schools, the following are raised as issues:

#### **Aspirations:**

- Many students base their aspirations upon the experience of friends and relatives.
- Many students rely upon family members to advise them on career choices – which may be very limiting.
- Some have aspirations which schools consider to be unrealistic.
- It is not always easy to identify those students who need additional support to achieve their aspirations, particularly when those students are attaining more highly.

#### **Information, Advice and Guidance:**

- Students make choices about post 16 level 2 courses which could have been started at KS 4.
- Students do not always find the IAG offered to be useful, or offered early enough.
- Year 10 students do not always know what post 16 courses are available, or how to access them.
- Year 11 students often opt for post 16 destinations based upon their work experience programme.

- Where students have made choices about post 16 courses, support is still likely to be needed during and after those post 16 destinations in order to proceed into successful employment.

It is clear that family involvement in information, advice and guidance about next steps is vital. Parents who have been disengaged from education themselves may need specific support in order to participate.

Details of the evidence base;

<http://media.education.gov.uk/assets/files/pdf/e/evidence%20-%20parental%20involvement.pdf>

UKLA/OU Building Communities: Researching Literacy Lives

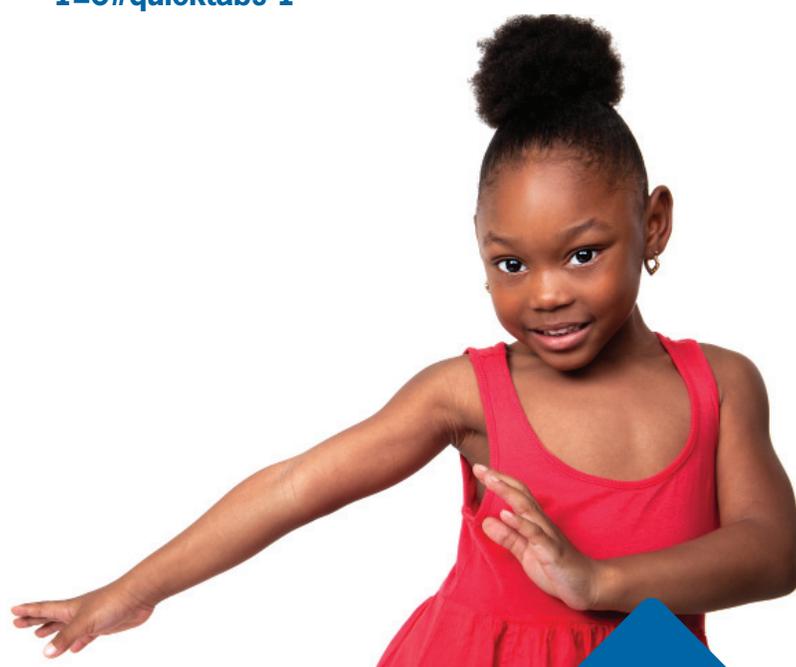
[http://www.ukla.org/research/research\\_projects\\_in\\_progress/\\_uklaou\\_building\\_communities\\_researching\\_literacy\\_lives/](http://www.ukla.org/research/research_projects_in_progress/_uklaou_building_communities_researching_literacy_lives/)

Parental engagement resources

<https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00307-2010>

Family SEAL

[http://teachfind.com/node/84089?quicktabs\\_1=0#quicktabs-1](http://teachfind.com/node/84089?quicktabs_1=0#quicktabs-1)



# Tracking progress and reporting progress

## Why should we track?

Tracking effectively enables a school to measure the rate of progress of all its pupils and the impact of any interventions being implemented.

In all schools it is regarded as good practice to have regular pupil progress discussions. These discussions will highlight areas of strength and areas in need of improvement for:

- the whole school
- individual classes
- vulnerable groups
- individual pupils

This information will provide essential evidence for governors and school leaders to clearly demonstrate the impact the school has on the progress and attainment of all its pupils and is a key tool to inform school self evaluation and school development.

Effective tracking systems will highlight which pupils require which interventions in order to maximise their progress. They should also provide evidence of the effectiveness of these interventions. In addition, they may identify key areas for continued professional development for staff.

From September 2012, the Government will require schools to publish online details of how they have used the pupil premium. This will ensure that parents and others are made fully aware of the attainment of pupils covered by the premium. Tracking will assist school to fulfill this obligation; in addition, Ofsted will analyse the progress of pupils. 'Schools should ensure that all pupils make the best possible progress and fulfil their potential' (Ofsted 2012).

## How do we track progress?

Systems need to be in place to ensure that pupils' baseline attainment is recorded on their entry to school. Pupils' attainment then needs to be recorded regularly to measure progress and the positive impact of any interventions. It is essential to analyse

the data so that the school and its governors know that the trajectory of pupil progress is on track and more detailed tracking should be agreed for groups at risk of underachievement. Many schools use Fischer Family Trust D estimates to inform targets and progress tracking.

Progress tracking should be recorded in national curriculum levels and P-Levels. P-Levels should be used for all pupils who have not yet achieved level 1 of the national curriculum by the end of year one. For groups at risk of underachievement the tracking of reading, writing, communication skills, mathematics, behaviour, attendance and exclusions are the most common areas for detailed tracking. A provision map can support schools in knowing the effectiveness of their resources to meet pupils' needs.

Schools can use their MIS system to record assessments and track progress. An integrated system such as SIMS (the most widely used package) is more effective in maintaining a holistic view of the pupil as information is contextualised to include SEN, Behaviour, Achievements and Communications with parents and stakeholders. It can be cost effective to use the reporting tools which produce timely and accurate reports on groups and individuals. The LA provides support in making the best use of all aspects of SIMS including performance and analysis particularly for targeting groups or individuals. Please email [ictservicedesk@ict.cambsed.net](mailto:ictservicedesk@ict.cambsed.net) for more information.

There are also a number of commercial resources available to support progress tracking e.g. Classroom Monitor, Go for Schools, Target Tracker. Alternatively, a school may choose to use its own bespoke tracking system. Whatever is used should record baseline, target and progress over a set period of time. It is crucial to include start date, review dates and end date on all tracking documentation.

A range of assessments could be used to inform progress tracking and the impact of interventions;

- speaking and listening (Speech and Language descriptors (CCC), APP or other assessments)
- reading (APP, age equivalent, standardised score, accuracy, comprehension)
- spelling scores (age equivalent, standardised score, analysis of grapheme awareness)
- phonological awareness assessments (individual phonemes, blends, phoneme/grapheme correspondence)
- writing levels (APP, levelled unaided work)
- mathematical scores (APP)
- behaviour rating scales
- self esteem scales
- attendance rates
- inclusion data

### Reporting Progress

Regular review and reporting is an essential component of any good tracking system; pupils should know their levels, know their targets and own their progress. Pupils, parents/carers should be an integral part of the system, everyone working towards the same aims. Governors should receive regular reports on pupil progress. A standing 'Attainment and Pupil Progress' agenda item would support this.

The Spinney Primary School uses a raft of intervention strategies including Every Child a Reader, Every Child Counts delivered by specialist teachers, Wave 2 interventions delivered by highly reflective and skilled teaching assistants and additional support from voluntary Reading and Maths Partners. Pre-Early Literacy Skills are taught in EYFS and Reading Ages are also assessed throughout. Teachers use APP, AfL and pupil targets to monitor the pupils' progress. The Senior Leadership Team use "Stronger Management Systems" including a Termly Operational Plan and integrated Provision mapping to monitor individual and group pupil progress.

The Government is committed to providing Pupil Premium funding until 2013, with the probability of it being extended into future years. So, it is essential that schools continue to reflect on how well this money can be spent and what sort of impact should be expected as a result of the funding. Evaluation of new or developed teaching approaches, developments in the workforce and advanced networking will also help us to learn about wider school improvement and what works for disadvantaged pupils.

Cambridgeshire Local Authority has a commitment to supporting schools to share good practice and we would like to create a regular update of this document, including new research and findings from your own analysis.

We would appreciate it if schools could complete a case study, giving details of the teaching approaches chosen and the impact they have on the targeted FSM pupils. A proforma is provided in Appendix 4.1.

### Completed case studies should be submitted to:

**Fay Turner**  
**PA to the Service Director, Learning**  
**Cambridgeshire County Council PO Box CC1001**  
**Castle Court**  
**Shire Hall**  
**Cambridge**  
**CB3 0AP**

We would like to thank the schools who provided case studies and examples for this handbook;

- Guilden Morden CE (C) Primary School
- The Manor School
- Bushmead Primary School
- St. Mary's C of E (A) Primary School
- Winhills Primary School
- The Spinney Primary School
- Wisbech St Mary CE (A) Primary School



# Appendix 1.1

## Toolkit to improve learning: summary overview

Approach	Potential gain <sup>2</sup>	Cost	Applicability	Evidence estimate	Overall cost benefit
Effective feedback	+ 9 months	££	Pri, Sec Maths Eng Sci	☆☆☆☆	Very high impact for low cost
Meta-cognition and self-regulation strategies.	+ 8 months	££	Pri, Sec, Eng Maths Sci	☆☆☆☆	High impact for low cost
Peer tutoring/ peer-assisted learning	+ 6 months	££	Pri, Sec Maths Eng	☆☆☆☆	High impact for low cost
Early intervention	+ 6 months	£££££	Pri, Maths Eng	☆☆☆☆	High impact for very high cost
One-to-one tutoring	+ 5 months	£££££	Pri, Sec Maths Eng	☆☆☆☆	Moderate impact for very high cost
Homework	+ 5 months	£	Pri, Sec Maths Eng Sci	☆☆☆☆	Moderate impact for very low cost

<sup>2</sup> Maximum approximate advantage over the course of a school year that an 'average' student might expect if this strategy was adopted – see Appendix 3.

Assessment for learning	+ 3 months	££	Pri, Sec Maths Eng	☆	Moderate impact for moderate cost
Parental involvement	+ 3 months	£££	Pri, Sec Maths Eng Sci	☆☆☆	Moderate impact for moderate costs
Sports participation	+ 3 month	£££	Pri, Sec Maths Eng Sci	☆☆	Moderate impact for moderate cost.
Summer schools	+ 3 months	£££	Pri, Sec Maths Eng	☆☆	Moderate impact for moderate cost
Reducing class sizes	+ 3 months	£££££	Pri, Sec Maths Eng	☆☆☆	Low impact for very high cost
After school programmes	+ 2 months	££££	Pri, Sec Maths Eng Sci	☆☆	Low impact for moderate cost.
Individualised instruction	+ 2 month	££	Pri, Sec Maths Eng Sci	☆☆☆	Low impact for low cost.
Learning styles	+ 2 month	£	Pri, Sec All subjects	☆☆	Low impact, low or no cost
Arts participation	+ 1 month	££	Pri, Sec Maths Eng Sci	☆☆☆	Very low impact for moderate cost.

# Appendix 1.2

Maximising the impact of interventions Are your interventions having the maximum impact on pupil outcomes?	
Have you considered?	What effective schools tell us
Are the right pupils selected for intervention?	
<p>Are selected pupils working below age related expectations and/or are not on track to make expected levels of progress?</p> <p>Have you identified potential vulnerable groups e.g. LAC, FSM?</p> <p>Has the range of interventions being delivered to individual pupils been reviewed?</p>	<ul style="list-style-type: none"> <li>• Progress for all pupils is regularly reviewed.</li> <li>• School tracking informs Pupil Progress meetings between class teachers and SLT to pick up early any pupils who start to fall behind.</li> <li>• Teachers identify particular gaps in learning, areas of difficulty and possible reasons for lack of progress.</li> <li>• Actions are identified to address lack of progress.</li> </ul>
Does the intervention meet the identified needs of the pupil?	
<p>How does the full range of provision meet the identified needs of the pupil for example modifications to class teaching, group and guided work, targeted intervention and one-to-one tuition?</p> <p>Does the timing of the intervention meet the needs of the pupil? Have flexibly delivery models been considered for example during the holidays or at weekends?</p> <p>Have you ensured that the intervention makes best use of timetabling and does not withdraw pupils inappropriately from lessons, or conflict with favourite lessons/after school activities?</p>	<ul style="list-style-type: none"> <li>• The intervention has been chosen based on knowledge of what the school knows works well for different groups of pupils and individuals.</li> <li>• Intervention is time-limited with clear intended comes and regular milestones to check impact on pupil progress.</li> <li>• Consideration is given to appropriate match of children and adults delivering interventions.</li> <li>• Planning for intervention draws on expertise in the school or cluster and makes flexible use of staffing.</li> <li>• When planning for the delivery of one-to-one tuition consideration is given to both the timing of sessions and flexibility of models used.</li> <li>• Teacher assessment of intervention is accurate and consistent and regularly reviewed for example through the use of pupil progress meetings.</li> </ul>
How do you know about the quality of interventions?	
<p>Have you monitored and evaluated the quality and impact of each intervention?</p> <p>Do all staff delivering intervention have the appropriate subject knowledge and skills?</p>	<ul style="list-style-type: none"> <li>• Ongoing tracking processes are place to monitor the progress of all pupils receiving intervention, during and beyond their period of support.</li> <li>• SLT evaluate the impact of intervention in order to review, refine and disseminate effective practice to all staff.</li> <li>• Pupil voice is used to evaluate and further improve the quality of provision.</li> <li>• CPD opportunities are identified to support the development of effective intervention, including observation and feedback of teaching.</li> </ul>
How is intervention followed up and reinforced through class work?	
<p>Is there effective planning and liaison to ensure clarity of the intervention focus?</p> <p>Do class teachers plan to build on and secure the progress that is being made through intervention sessions?</p>	<ul style="list-style-type: none"> <li>• Class teachers have high expectations in order to plan to build on gains made through intervention.</li> <li>• Class teachers liaise with other adults who deliver additional support whether it takes place in or out of classroom.</li> <li>• Class teachers take responsibility for monitoring and evaluating progress of pupils, including any other adults who deliver support.</li> <li>• Class teachers understand the position of whole class teaching, planned and targeted group and guided work within wider provision mapping.</li> </ul>
What is the role of parents and carers in supporting the interventions?	
<p>Are parents and carers informed about intervention processes?</p> <p>What information has been provided for them?</p> <p>Are expectations of parent/carer support during intervention period shared?</p>	<ul style="list-style-type: none"> <li>• Class teachers provide parents and carers with full details of intervention, including reasons for their child being selected, the process and expected outcomes and regular updates about their child's progress.</li> <li>• Parents and carers, supported by class teachers, are able to provide additional help and guidance to pupils at home.</li> </ul>

# Appendix 1.3

1	Knowing the vulnerabilities of all FSM pupils	<ul style="list-style-type: none"> <li>- Ensure all staff are able to identify and are aware of the potential barriers to learning for FSM pupils.</li> <li>- Identify and analyse current patterns of vulnerability of pupils in your school.</li> <li>- Select staff to lead on identifying issues and vulnerabilities of the FSM pupils in your school.</li> <li>- Review the progress of all FSM pupils.</li> </ul>
2	Assessment and Tracking for FSM pupils	<ul style="list-style-type: none"> <li>- Assess and track the progress of pupils known to be eligible for FSM. Overlay tracking data with attendance data and look for any patterns</li> <li>- Check whether FSM pupils also fall into other vulnerable groups for example: SEN, EAL</li> <li>- Ensure all teachers have high expectations for all pupils especially those known to be eligible for FSM.</li> <li>- Continually review and monitor the consistency and rigour of assessment and tracking.</li> <li>- Ensure all staff, parents/ carers, pupils and governors are aware of the expected rate of progress of all pupils (and are aware of any within-school gap ie between FSM and non-FSM pupils).</li> </ul>
3	Monitoring and evaluating impact and analysing data	<ul style="list-style-type: none"> <li>- Rigorously analyse data of pupils known to be eligible for FSM.</li> <li>- Check whether FSM pupils are on track to make expected rates of progress. Check for any common traits.</li> <li>- Use evidence from data to make decisions about future provision.</li> <li>- Offer appropriate intervention based on identified need to help ensure FSM pupils make good progress.</li> <li>- Be clear about how the senior leadership team, subject leaders, teachers and support staff analyse and act on data analysis of pupils known to be eligible for FSM.</li> </ul>
4	Identifying the right provision for all FSM pupils	<ul style="list-style-type: none"> <li>- Instil the need for all staff to address potential underperformance of FSM pupils.</li> <li>- Make appropriate modifications to high quality whole class teaching, including guided work, to suit personal/individual learning styles.</li> <li>- Ensure learning from group / individual interventions are accurately recorded and that pupils have opportunities to apply and consolidate learning in a range of contexts in whole class teaching.</li> <li>- Identify staff with relevant skills to provide additional provision for FSM pupils who are either underperforming or at risk of underperforming.</li> </ul>
5	Developing the quality of provision for FSM pupils	<ul style="list-style-type: none"> <li>- Gather evidence of successful practice which raises attainment of vulnerable pupils.</li> <li>- Evaluate the impact of the quality of provisions for FSM pupils through : pupil voice; data analysis; work scrutiny; observations; teacher feedback; parent / carer feedback; to identify successful approaches in your school.</li> <li>- Adapt school provision to meet the identified needs of current and future FSM pupils.</li> <li>- Keep your staff updated about effective strategies/interventions for tackling underperformance of FSM pupils.</li> </ul>
6	Developing the workforce	<ul style="list-style-type: none"> <li>- Develop full knowledge and understanding of specialist expertise in working with FSM pupils.</li> <li>- Identify relevant CPD to develop appropriate / skills required by staff to support FSM pupils.</li> <li>- Identify the professional development opportunities available to strengthen current practice in addressing FSM pupils' barriers to learning.</li> <li>- Develop systems and structures to respond to the changing needs of FSM pupils for example flexible timing of the school day.</li> </ul>
7	Parental Engagement	<ul style="list-style-type: none"> <li>- Share information about pupil progress with their parents/carers and discuss any additional provision being offered.</li> <li>- Encourage parents to stimulate and/or motivate their child/ren to achieve their aspirations.</li> </ul>

# Appendix 2.1

Assessment for learning

Teaching and learning review tables – Oral feedback

You might find it useful to traffic-light these statements: Green = secure or surpassed; Amber = partial or inconsistent; Red = not evident.

Information

Teacher	Year group	Class	Date

Teaching and learning review table

	Focusing	Developing	Establishing	Enhancing
Teachers	<p>The teacher is aware that feedback needs to:</p> <ul style="list-style-type: none"> <li>- relate to the lesson learning objectives and outcomes</li> <li>- be planned for as well as spontaneous be provided for whole class, groups and individuals as appropriate</li> <li>- be varied in type</li> <li>- involve child to child dialogue.</li> </ul> <p>The teacher is seeking to develop practice in relation to the above.</p>	<p>Planning in place for oral feedback is becoming more focused on learning objectives and outcomes.</p> <p>The teacher is beginning to use different types of oral feedback.</p> <p>The teacher is beginning to use questions to probe progress against the outcomes to help children improve their work.</p> <p>The teacher sometimes targets specific individuals and groups of children for feedback in lessons.</p> <p>The teacher provides opportunities for children to give feedback to their peers (in relation to learning outcomes).</p>	<p>Planning for oral feedback is securely focused on learning objectives and outcomes.</p> <p>Oral feedback opportunities are integral to short-term planning.</p> <p>The teacher uses a varied repertoire of types of oral feedback (fitness for purpose).</p> <p>Feedback helps clarify the next steps in learning for children.</p> <p>The teacher structures and models children's oral feedback in relation to learning outcomes.</p>	<p>Planning for oral feedback is an integral feature of teacher preparation.</p> <p>The teacher ensures that oral feedback from child to teacher, teacher to child and child to child forms part of a dialogue that relates directly to learning objectives and outcomes.</p> <p>The teacher confidently and skilfully judges where and when to use different types of feedback in response to evidence of learning.</p> <p>Feedback is insightful, constructive and informative and enables children to take the next steps in their learning.</p>
Children	<p>The teacher has identified that:</p> <ul style="list-style-type: none"> <li>- children recognise most teacher feedback to be about effort or behaviour</li> <li>- children do not view oral feedback as an essential part of learning</li> <li>- children judge oral feedback to be secondary to written feedback</li> <li>- children offer comments on each other's work which lack clear focus and are usually unchallenging.</li> </ul>	<p>Most children expect feedback to relate to their learning and listen to and respond to what is said.</p> <p>Most children know when to expect specific oral feedback as a class, individually or in a small group setting.</p> <p>Children are beginning to see oral feedback as having a distinct value.</p> <p>Most children are able to provide useful feedback to other children and similarly respond to feedback from their peers.</p>	<p>Children recognise fully the value of oral feedback and know it is related to their learning. They listen carefully and respond appropriately.</p> <p>Children recognise the strategies for different types of oral feedback.</p> <p>Children will readily engage in focused peer feedback in relation to learning outcomes, and are beginning to develop a vocabulary to do this.</p> <p>Children's work shows evidence of a response to oral feedback.</p>	<p>All children recognise that oral feedback is focused on their learning and is as important as written feedback.</p> <p>Children know that feedback is valuable and listen carefully to each other and their teachers. They respond to feedback to engage in dialogue about their learning.</p> <p>Children understand well established strategies for group and guided work that involve feedback.</p> <p>Children give regular detailed oral feedback related to learning objectives and outcomes to peers and teachers.</p> <p>Children are clear where in their work they have improved in response to feedback.</p>

# Appendix 2.2

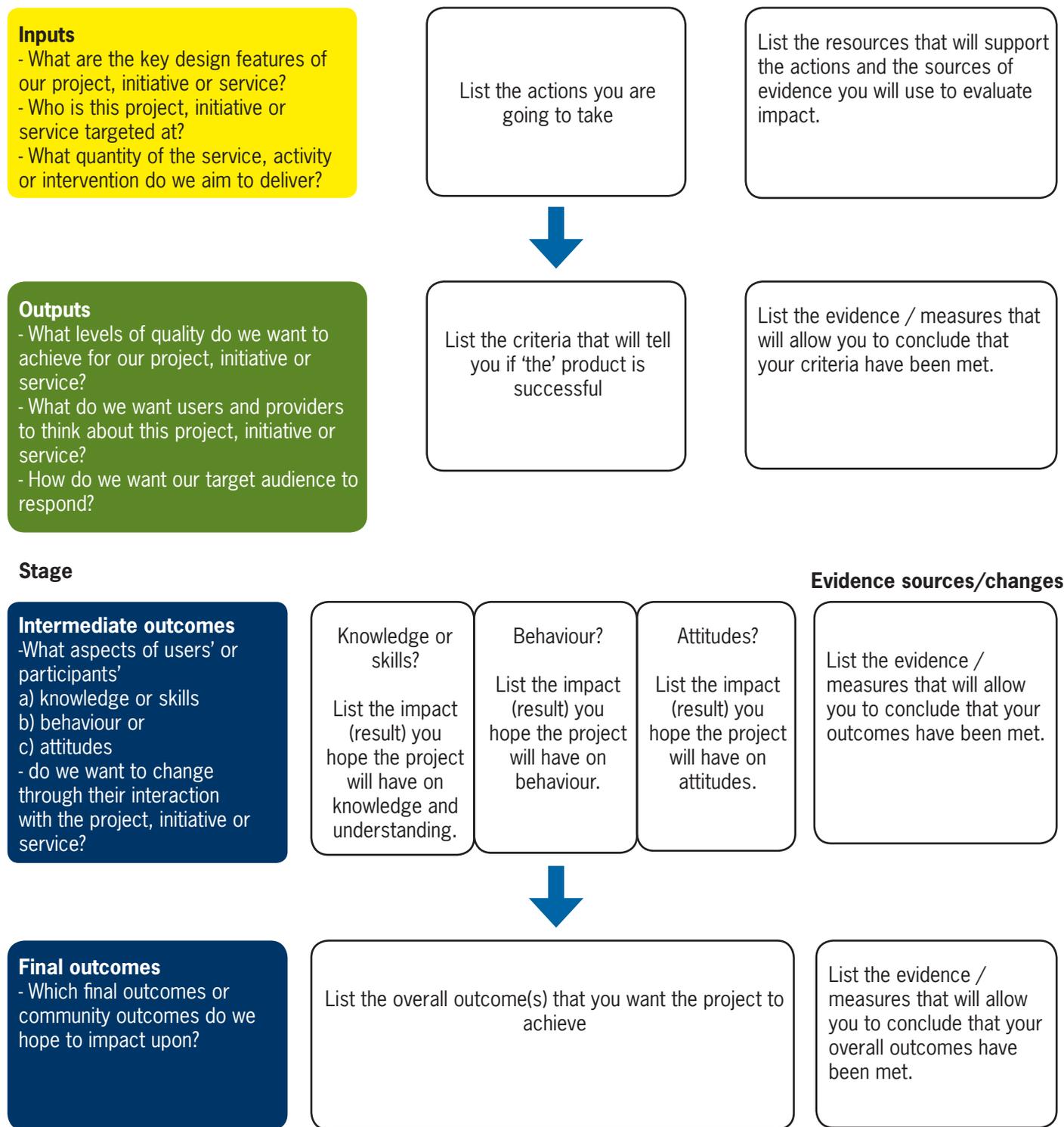
## Monitoring one to one tuition Effective Practice Checklist

Individual Tuition Plan	Yes/No
Does the ITP have adequately challenging writing targets?	
Does the ITP clearly identify next steps to progress?	
Does the ITP outline clear opportunities for assessment and evaluation?	
Does the ITP have teacher, pupil and parent/carer agreement?	
<b>During the tuition</b>	
Are the outcomes/expectations/learning of the session clear to the pupil? (introduction)	
Are explanations shared in a clear and concise way?	
Is there an appropriate balance of pupil/tutor talk?	
Does the tutor use a range of teaching strategies (appropriate questioning, modelling and guided) to engage and challenge the pupil? (Remember/model/apply)	
Does the pupil have the opportunity to apply taught skills independently? (Try/apply/secure)	
Are there direct references made to how and when the learning might be applied in class? (Review and reflect)	
Does the tuition session allow for time to reflect and engage the pupil in self assessment? (Review and reflect)	
Does the tutor assess the outcomes of the session to effectively plan for next steps and share this with the pupil? (Review and reflect)	
Is the time used effectively and sessions delivered with appropriate pace?	
Is it clear how the session fits in with the overall programme?	
<b>Does the tutor</b>	
Have the necessary subject knowledge to deliver to the ITP?	
Have a good working knowledge and make effective use of available resources to support the target getting?	
Have a positive relationship with the pupil?	
<b>Does the pupil</b>	
Have a positive relationship with the tutor?	
Engage with tuition activities and demonstrate the skills taught? (Try/apply/secure)	
Effectively assess the progress made within the tuition session? (Review and reflect)	
(Review and reflect)	
Enjoy the tuition sessions?	
<b>After tuition</b>	
Are pupils and parents/carers clear about expectations of homework?	
Does the tutor use the pupil passport effectively to feedback to the class teacher?	
Comments	

# Appendix 3.1

## Planning for Impact: the Logic Model

The logic impact evaluation model enables both effective planning for impact and impact evaluation. It is designed to help ensure that impact is planned for and, appropriate qualitative and quantitative evidence sources are incorporated at the planning phase. It helps to demonstrate the impact of work on short, intermediate and long term goals. The model enables you to build up a picture of how you expect a project, initiative or service to work. Working through the model as a planning tool ensures you clearly demonstrate the links between the various stages of service delivery, from planning all the way through to the final impact outcomes. This is not a new approach to evaluation – it draws on existing good practice to create a model that is flexible, practical and user friendly. The following template includes guidance on its completion.



# Appendix 4.1 – Case Study - Effective use of the Pupil Premium Fund

School:	School context:
Which cohort were identified (e.g. Yr grp, vulnerable group)?	
How and why were the cohort identified?	
Which teaching approach was adopted?	
How was the approach implemented and by whom?	
Please give details of the organisation, timescale and workforce CPD needed.	
What was the impact on attainment? Please give details of the prior attainment of the cohort when compared to their peers and the post-intervention attainment.	
Was impact noted on other aspects of learning e.g attitude, resilience, attendance?	
How were parents/carers involved?	
How was the intervention received by staff, pupils and/or parents/carers? Please give relevant quotes.	
How was the intervention evaluated?	
What has the school learnt and what will the next steps be?	

