

# Achievement Unlocked in North Yorkshire

Improving Outcomes for Disadvantaged Learners

2017/18 Achievement Unlocked Summary Update Report



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## INTRODUCTION

We can proudly say that the vast majority of children and young people in North Yorkshire receive an excellent education in high quality schools and settings across the county. However, despite improvement in outcomes for disadvantaged pupils in North Yorkshire at all key stages in 2017.

*‘disadvantaged pupils continue to perform less well than their peers at all key stages both locally and nationally, and the gaps between those eligible for school meals and others remain wider in North Yorkshire than the national average.’*

**Young and Yorkshire 2 North Yorkshire Children’s Trust’s plan for all children, young people and their families living in North Yorkshire.**

The 2017-18 Achievement Unlocked programme has enabled us to continue to build on the progress that has impacted on more rapid improvement for disadvantaged learners across the Achievement Unlocked schools over the last two years. In this report we are sharing with you the focussed work that has been taking place in our participating Cohort 4 Achievement Unlocked schools, and the summary of ongoing effective strategies that are being disseminated as an outcome of the programme. We have no doubt that ethos, culture, quality first teaching and learning, use of targeted intervention and partnership with parents and carers remain of the utmost importance.

Our Disadvantaged Pupil Enquiry visit to London, Essex and Suffolk schools in January 2018 was highly valued by senior leaders and reiterated the critical importance of the effective strategies already identified, but also highlighted across the schools visited a strong moral purpose to improve disadvantaged outcomes, a highly analytical approach to identifying internal school barriers, and an insistent, relentless implementation of agreed strategies to address these. Reflections from the visit are also included as an important feature of what was seen across the schools:

*“The positivity, the can-do approach ... and that we can make a difference”*

**North Yorkshire senior leader**

We would like to thank North Yorkshire schools involved in Achievement Unlocked for the commitment and energy they have brought to the programme. Also, all the schools and external contributors from outside North Yorkshire for their involvement which continually adds insight and fresh perspective to our Achievement Unlocked work. Ongoing partnership through joint delivery of training and reciprocal visits is building our network of excellence and adding to our imperative, as one of our out of county schools states, to ‘smash the barriers of disadvantage’.

Our thanks also to Marc Rowland, Head of Rosendale Research School, for his invaluable expertise which has both supported and challenged Achievement Unlocked work with schools, and supported the evaluation framework of the programme.

We would also like to acknowledge and thank the Wrea Head Trust for the financial support received which has supported many aspects of the Achievement Unlocked programme.

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NOTE: This 2017/18 Achievement Unlocked Summary Update Report should be read in conjunction with

- Achievement Unlocked – Report on Disadvantaged Pupil Enquiry Visit – March 2018
- 2016-17 Achievement Unlocked Summary Report
- 2016-17 Achievement Unlocked – Annex: School Case Studies
- Tackling Educational Disadvantage: A Toolkit for North Yorkshire Schools

[cyps.northyorks.gov.uk/raising-achievement-vulnerable-learners](https://cyps.northyorks.gov.uk/raising-achievement-vulnerable-learners)

## METHODOLOGY

Achievement Unlocked 2017-18 was an ongoing funded opportunity to work in a collaborative partnership with a further 14 North Yorkshire schools (Cohort 4) to improve outcomes for disadvantaged pupils. The Achievement Unlocked participating schools in cohort 4 again reflected a wide range of contexts – primary, secondary, rural, urban, across areas of the county.

Within the collaborative partnership every school has been able to develop its own focus of activity tailored to the needs of its community. This will be reflected in the individual schools reports that are shared in this summary report. As in 2016-17 the schools have brought a very rich and diverse range of experience into the collaborative working and shared learning within and beyond the partnership.

All North Yorkshire schools have been invited to join the range of Achievement Unlocked Continuing Professional Development (CPD) events and an additional part-funded opportunity open to all North Yorkshire schools was the opportunity to participate in the 2 day Disadvantaged Pupil Enquiry visit to London, Essex and Suffolk schools

Programme duration: 15 months

Participation in the Achievement Unlocked programme enabled access to:

- A sharing learning and initial launch event for Cohort 4 Achievement Unlocked schools on best practice with the Pupil Premium, including national and local contributors. This included a key focus on evidence based practice
- Preparation of service level agreements and agreeing a schedule for school visits by the Rosendale Research School and local authority advisers
- Guidance for schools on action planning, delivery, monitoring and evaluation
- Identification of school CPD needs and delivery of bespoke CPD to schools
- Additional funding to support partnership working with schools external to the local authority
- School/area based governors training sessions
- A half day review visit to each Cohort 4 school followed by a report to senior leaders and governors for schools visited by Rosendale Research School

- Metacognition training CPD day for all schools and follow up metacognition local network meetings, engagement in the national EEF ReflectED metacognition trial
- The Maximising the Impact of Teaching Assistants programme
- An interim CPD day (November, 2017) with keynote presentations by school leaders from outside North Yorkshire, and Cohort 4 session
- Disadvantaged Pupil Enquiry 2 day visit (January 2018) to London, Essex and Suffolk schools, Key note session from Professor Becky Francis, Director of Institute of Education, UCL London
- An interim Language and Literacy CPD day (April, 2018) with key note and workshop from Aspirer Research School, local authority advisers, NYCC EAL and GRT service, school leaders from the London and Suffolk Disadvantaged Pupil Enquiry visit schools
- A half day follow up evaluation review visit by local authority advisers and peer senior leaders for each Cohort 4 school
- A project report which will analyse current strategy and practice aligned to the local and national evidence base
- A 'Sharing Learning/Dissemination' conference open to all North Yorkshire schools, to include presentation of the report, local and national practice with the Pupil Premium, including involvement from the London, Essex and Suffolk Enquiry visit schools
- Achievement Unlocked updates and sharing of practice at North Yorkshire primary and secondary Headteacher and governor networks
- Final whole school impact analysis and LA performance data analysis will be shared

## PARTICIPATING SCHOOLS

### Cohort 4 Schools

Applegarth Primary School, Northallerton

Carlton-in-Snaith Community Primary School

George Pindar School, Scarborough

Grove Road Community Primary School, Harrogate

Holy Family Catholic High School, Carlton

Husthwaite Church of England Voluntary Controlled Primary School

Oatlands Community Junior School, Harrogate

Outwood Primary Academy Greystone, Ripon

Risedale Sports and Community College

Rossett School, Harrogate

St Cuthbert's Church of England Primary School, Pately Bridge

Sutton in Craven Community Primary School

Willow Tree Community Primary School, Harrogate

Woodfield Community Primary School, Harrogate

### Disadvantaged Pupil Enquiry Visit: North Yorkshire Participating Schools

Applegarth Primary School

Barrowcliff School

Boroughbridge High School

Carlton-in-Snaith Community Primary School

George Pindar School, Scarborough

Gladstone Road Primary School, Scarborough

Hertford Vale C.E Primary School, Staxton

Riccall Community Primary School

St Robert's Catholic Primary School Harrogate

Selby High School

Sherburn High School

Skipton Girls High School

The Skipton Academy, Skipton

Stokesley School and Arete Learning Trust

The Rubicon Centre, Selby

Thirsk Community Primary School

Willow Tree Community Primary School, Harrogate

### Disadvantaged Pupil Enquiry: London, Suffolk, Essex Schools Visited

Burnt Mill Co-operative Academy Trust, Harlow

Harris Academy South Norwood, London

Lyons Hall Primary School, Braintree

Rosendale Research School, Lambeth

St Eugene de Mazenod Catholic Primary School, Camden

Springfield Junior School, Ipswich

TBAP Courtyard Alternative Provision



## SUMMARY AND CONCLUSIONS

### Part A – Foundations and Examples

The learning from the latest Achievement Unlocked cohort, Disadvantaged Pupil Enquiry visit, national good practice and broader research evidence builds our understanding of the foundations for a successful strategy for disadvantaged pupils.

Disadvantaged pupils in schools from the 2016-17 cohort who have committed to these foundations have further embedded their strategies. Schools that have sustained successes have taken a long-term, evidenced informed, values led approach.

Professor Becky Francis, Director of the Institute of Education, identifies that educational disadvantage is entrenched in our society; with many of our less fortunate pupils lacking social capital, financial capital and cultural capital. During the Disadvantaged Pupil Enquiry visit, Professor Francis went on to share research evidence that shows that this 'capital gap' directly impacts on the classroom through gaps in language and a correlation with conduct problems and achievement. So, tackling educational disadvantage is not a short-term fix but a whole school approach.

The priority for the Pupil Premium should be to help create successful, independent, curious learners who are sensitive to opportunity and the possibilities of life.

The **ten foundations** are:

1. Consistent, values led leadership
2. Relationships
3. High quality, inclusive teaching and learning
4. Characteristics of less successful learners
5. Addressing barriers to learning
6. Literacy and oral language
7. Research evidence
8. A school-wide understanding of the strategy
9. Monitoring and evaluation
10. Accountability

1. **Consistent, values led leadership** at all levels. The highest of expectations for less fortunate children to be successful in all aspects of school life. Self-evaluation is rigorous and robust.

*'[Priorities are] Securing the necessary leadership capacity to ensure consistent use of high quality teaching strategies that have a disproportionately positive impact on disadvantaged learners.'*

*Changing the culture of language and practises in school, both in terms of labelling children (e.g. 'low ability) and limiting expectations, including grouping children together based upon prior attainment'*

**Carlton in Snaith Community Primary School**

2. **Relationships.** A commitment to strong relationships across the school community: between staff and pupils, staff and families, between staff in the school and between pupils themselves.

*Every member of staff 'champions' two pupils every half term: Huge impact on our disadvantaged learners has helped build their confidence and strong relationships between children and staff. It has formed a family spirit and enabled children to feel comfortable and confident within their learning environment. This has ultimately had hugely positive outcomes on behaviour and progress. Adults in school provide praise and boost confidence from when the children come through the door.'*

**Outwood Primary Academy Greystone**

*'The smallest gestures can have the biggest impact – Linked to 'we nurture and care for each other' the simple suggestion to one boy that I might watch him in his first cricket match has led to him joining the local cricket team – along with a huge amount of encouragement from his friends. He will make the team and I will watch. It will happen.'*

**St Cuthbert's Church of England Primary School**

*'As a school we have a well-developed attendance strategy including rewards for the whole school, but children and their families needed a more personal approach. Initially trends over time were*

*analysed, the teacher leading the project did pupil interviews with each child trying to establish issues from their view point and then met with the parents to explain in an informal way (the formal had failed long ago) why it was important to be in school. The project she has developed is very individualised. ... Figures are analysed monthly and congratulatory phone calls or texts sent to the families who have made improvements. The teacher is fantastic at touching base with parents really regularly and we have seen some dramatic improvements.'*

**Willow Tree Community Primary School**

*GREAAT Conversations (Goals; Resilience; Effort; Attitude; Attendance; Tools*

*'The role of form tutor needed re-visiting; we wanted to create an identity of a school 'family'; a need for a closer pastoral/academic bridge to increase aspiration, reduce not in education, employment or training (NEET) and improve progress. Walkthrough and student voice now evidences that this is now happening and students are starting to value the conversations'*

**Risedale Sports and Community College**

3. **High quality, inclusive teaching and learning.** A relentless focus on maximising access to high quality teaching for less fortunate children. Pedagogy is inclusive, maximising opportunities for learning for all.

*'This work has been underpinned by a shared strong vision and determination by senior leaders to ensure that every pupil in the school has access to high quality teaching so that progress is maximised. This includes championing disadvantaged learners. Through a dynamic culture of improvement, the school is ensuring that all members of staff share the vision. There has been a considerable focus on evidence-based recommendations from the work of the Education Endowment Foundation in order to raise attainment and develop essential life skills of disadvantaged pupils.'*

**Grove Road Community Primary School**

*'To focus on 'quality first' teaching through the Collaborative Research Communities (CRCs). Rossett has an excellent model of research-informed CPD, but we knew this needed to be closely aligned with impact on disadvantaged students. The strands this year include: metacognition, testing for exam preparation and feedback. Feedback and metacognition have high evidence strength for success (EEF). Best practice from Inspection highlights: "Prioritising consistently good and outstanding teaching as the first point of intervention for disadvantaged students" (The Pupil Premium: what OFSTED looks at). Therefore, we tailored our CRC programme to include a lesson study activity, whereby the peer teacher observing the lesson would focus on the impact of strategies in the lesson on disadvantaged students.'*

**Rossett School**

4. **Characteristics of less successful learners.** A deep understanding of how barriers to learning present in the classroom and other aspects of school life. An understanding of the characteristics of less successful learners.

*'After a successful pilot, we would like to introduce and embed individual provision maps for all disadvantaged students. These students are involved in the completion of these.'*

**Holy Family Catholic High School**

*'Pupil profiles ensure all teaching staff are aware of the needs and barriers to learning for disadvantaged pupils in their class. Each disadvantaged pupil has their provision personalised and celebrated as well as all aspects of their progress being monitored. This has ensured accountability from all teaching staff.'*

**Oatlands Community Junior School**

## SUMMARY AND CONCLUSIONS

**5. Addressing barriers to learning.** A deep understanding of the barriers to learning that less fortunate children face, based on their prior learning experiences, the community they are growing up in and the school they attend.

*‘Following two staff Learning and Performance meetings, it became apparent that there were key features that disadvantaged learners at OPAG lacked:*

- Confidence
- Resilience
- Positive social interaction
- Experiences beyond the immediate locality

*Action planning with all stakeholders on board was agreed, and informed our ‘new vision’ as an Academy.’*

**Outwood Primary Academy Greystone.**

**6. Literacy and oral language.** Understanding the critical importance of developing the oral language, articulacy and vocabulary of less fortunate children, improving their ability to be active, independent participants in their learning.

*‘A relentless focus on developing literacy, language and vocabulary was evident in all schools. There is a very high profile of talk across all year groups, within the curriculum, supported by language rich classrooms. The impact of mixed attainment groupings in promoting language and vocabulary development was powerfully described in a number of the schools. Incorporating problem solving activities with the language and tools to support this has brought about gains in language development especially in reasoning. There is a relentless focus across all the schools on reading, writing, grammar, punctuation and spelling. High quality writing is prominently displayed throughout. The consistent expectation that learners, modelled by staff, always speak in full sentences was clearly embedded as part of the schools’ literacy strategies.’*

**Disadvantaged Pupil Enquiry Visit**

*‘Dialogic talk and oracy is a focus to increase participation and reduce the number of passive students. We need to establish a safe environment for all, so that they feel capable of participating and their thoughts are valuable. The process has begun to move away from habitual teacher talks towards active discussion and responding to one another appropriately. Further work on questioning, particularly higher order to deepen analysis.’*

**Holy Family Catholic High School**

*‘A whole school approach to developing pupil’s language and vocabulary was introduced and is currently being implemented and evaluated...An analysis of pupil responses in class over a typical morning have been taken to record the frequency of responses which were single word or not in full sentences. All staff are now focusing on pupil’s responses and encouraging them to re-model answers into full sentences wherever possible within lessons, and in general interactions around school. Preliminary follow ups have shown an increase in the number of full sentence responses. This is still ongoing. When asked, the pupils were aware of what the staff are encouraging them to do and why this is important.’*

**Woodfield Community Primary School**

**7. Research evidence.** A commitment to the use of research evidence to inform strategy and activity. Research evidence is not simply used to justify predetermined spending decisions.

*‘Evidence based research is now informing strategy, spending and focus within school improvement planning - this has been the key learning on a strategic level. Use of research and tools like the Education Endowment Foundation toolkit, have been fundamental in the strategic decision making of the provision we are now providing for all of our learners, including the most disadvantaged.’*

**Carlton in Snaith Community Primary School**

*‘To remove academic setting in GCSE English Language and Literature. Evidence shows: “setting*

*or streaming appears to benefit higher attaining pupils and be detrimental to the learning of mid-range and lower attaining learners. On average, it does not appear to be an effective strategy for raising the attainment of disadvantaged pupils, who are more likely to be assigned to lower groups.”* (Education Endowment Foundation (EEF)).

*In 2017 English outcomes at KS4 had the lowest progress for our disadvantaged students (-0.53). The English Faculty traditionally set by prior attainment, which can be a poor proxy for disadvantaged students’ potential. We also could see from our in-school monitoring that small ‘bottom’ sets, were compounding poor behaviour and failing to give students positive role models, particularly in oracy. Lesson observations were characterised by higher levels of teacher input and less student discussion.’*

**Rossett School**

**8. A school-wide understanding of the strategy** to improve outcomes for less fortunate children. There is a commonality of language and a commonality of expectations.

*‘Prior to the school’s involvement in the Achievement Unlocked project the school had successfully completed the Achievement for All in July 2016 with Growth Mindset becoming very much at the heart of the school ethos. However, as mentioned above, due to the sustained period of instability of staffing from September 2016, unfortunately the Growth Mindset philosophy became lost in children’s learning.’*

**Husthwaite Church of England Voluntary Controlled Primary School**

**9. Monitoring and evaluation.** Schools adopt a culture of rigorous monitoring and evaluation, checking whether strategies which are targeted at pupil need, are being effective. They adapt and change where necessary. Schools do not ‘over-claim’ impact.

*In 2017, many different interventions were being run across the school, with pupils being taken*

*out for short periods of time to work 1:1 with a Teaching Assistant. Pre- and post-assessment of these interventions were spelling and reading ages, with little useful analysis of need being generated.*

*The decision was made to reduce the number of interventions for a number of reasons:*

- to enable children to spend more time in the classroom
- to lessen the impact of children leaving/ entering classes during class time
- to gain an understanding of the impact of one intervention and the cost implications of running this.’

**Grove Road Community Primary School**

*Pupil Premium money has previously been spent on an experienced Higher-Level Teaching Assistant (HLTA) in a learning mentor role for those children who needed emotional and social support which contributed towards improved behaviours for learning. However, it was recognised that there was still a need to close the gap for disadvantaged pupils in their educational progress compared to their peers. Pupil Premium monies had also been used for each class to have teaching assistant (TA) support to run interventions, but again, progress was limited and not fully evaluated.*

**Husthwaite Church of England Voluntary Controlled Primary School**

**10. Accountability.** That teachers, leaders, support staff and governors hold themselves to account for the impact of the Pupil Premium and wider efforts to improve outcomes for disadvantaged pupils. The learning needs of less fortunate pupils are the primary focus of the strategy, working with families.

*‘Reviewing Pupil Premium funding expenditure to ensure value for money and maximum impact. As much of our Pupil Premium Funding is allocated to necessary Teaching Assistant roles, it was considered critical that the school adopts the principals of Maximising the Impact of TAs (MITA).’*

**Carlton in Snaith Community Primary School**

## SUMMARY AND CONCLUSIONS

*'Monitoring shows that there is a growing gender divide between the attitudes towards learning of our disadvantaged girls and our disadvantaged boys. We have work to do with our boys. . .*

*45% of our current disadvantaged pupils across the school have been new to school since September 2017. Our induction into school of these children needs to be better to ensure we get it right . . . from the start'.*

St Cuthbert's Church of England Primary School

### Part B - Common Themes

Common themes that arose from school visits, reports and the Disadvantaged Pupil Enquiry visit were as follows:

#### 1. Metacognition and self-regulation

*'As a staff body, we need to further embed the principles of metacognition and work collaboratively with primary schools where this is well established. We have ambitions to expand our vulnerable learner transition days to 3 days over the year, allowing an additional experience and where metacognition ambassadors from year 6 will lead on this. In addition to this, we will integrate 'learn to learn' lessons into our KS3 curriculum.'*

Holy Family Catholic High School

*'Pupils who have had consistency are able to apply self-reflection techniques and show more resilience in their learning which was recognised in the recent Ofsted Report (March 2018) "pupils confidently share their thoughts with each other in class and test out their ideas". This was also evident in mathematics where children self-choose their level of challenge "older pupils were seen making choices in tasks that gradually increased in difficulty, guided carefully and positively by their teacher if the task proved too easy or too challenging".'*

Husthwaite Church of England Voluntary Controlled Primary School

#### 2. The Importance of Staff

*'All the schools were clear about the need to have the right staff in place who shared the school's vision and moral purpose and who would be committed to bringing about the best outcomes for all their learners. Headteachers had tackled significant staffing challenges with tenacity, focusing on the needs of the learners and had over time recruited high calibre staff that will commit and embrace and deliver the schools' visions and high expectations. Outside London there were even greater pressures on recruitment. The schools were quick to spot talent and develop this, deploying the most effective staff with the learners who needed the very best teaching to improve outcomes.'*

Disadvantaged Pupil Enquiry Visit

*'All of the staff team are on board with the drive for improving standards for all children, including vulnerable learners. This is a clear focus of our approach.'*

Carlton-in-Snaith Community Primary School

*'Through a dynamic culture of improvement the school is ensuring that all members of staff share the vision.'*

Grove Road Community Primary School

*'This indicates the need for a fundamental shift in the delivery of teaching and learning, the elevation of expectations of staff in relation to disadvantaged students, as well as elevating student aspiration.'*

Holy Family Catholic High School

### Part C - Further Recommendations

#### For schools

- For Schools and system leaders commit to research evidence to inform strategy and activity, focussing on 'best bets' for success. See *Rossett School and Willow Tree Primary school reports*
- That schools and system leaders commit to tackling the causes of educational disadvantage, rather than the symptoms: For example, limited vocabulary and self-regulation skills are a cause, poor attendance or conduct problems are a symptom of disadvantage. See *St Cuthbert's Church of England Primary and Woodfield Primary school reports*
- That more support is provided for schools in identifying the impact of barriers faced by disadvantaged pupils, and how those barriers present in the classroom. See *Risedale Sport and Community College report*
- That schools are better supported to ensure strategies and activities are informed by classroom practitioners who are most frequently working with disadvantaged pupils. See *Outwood Primary Academy Greystone report*
- Addressing leadership instability quickly to reduce the impact of this on the pace of improvement. See *Husthwaite Church of England Voluntary Controlled Primary School report*

#### For Systems

- That a commonality of language and understanding about the foundations for a successful strategy for disadvantaged learners is agreed system-wide, across the local authority
- Use the Education Endowment Foundation guide to implementation to underpin these recommendations. Where implementation is poor, the effect size of any strategy will be reduced

*'I returned from the visits to schools and from spending time reflecting with other headteachers feeling passionate about developing leadership and with a determination to say we can do it. By working together! We need more opportunities to look outwards as a team – it felt like we were a team.'*

Applegarth Primary School

#### Pupil Premium Website Reporting

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

For the current academic year, you must include:

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

For the previous academic year, you must include:

- How you spent the Pupil Premium allocation
- The impact of the expenditure on eligible and other pupils
- How Pupil Premium funding is allocated each year
- The Teaching Schools Council has published templates to support schools in presenting their Pupil Premium strategy [www.tscouncil.org.uk/resources/guide-to-effective-pupil-premium-review/](http://www.tscouncil.org.uk/resources/guide-to-effective-pupil-premium-review/)

## ACHIEVEMENT UNLOCKED - 2017 DATA HEADLINES

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

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

As England as a whole, achievement gaps between disadvantaged pupils and others are already evident in the EYFS and widen through Key Stages 2 and 4 as children get older – which limits post-16 choices for education, training and employment. (Table 1)

**TABLE 1: End of Key Stage Assessment 2017**

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

<b>EYFSP</b>	Improvement of 1.3% to 55.2% achieving a good level of development which shows a higher rate of improvement compared to North Yorkshire as a whole (0.7%)
<b>KS2</b>	Improvement of 9.2% to 35.4% achieving the expected level or above in reading, writing and maths. This shows a higher rate of improvement compared to North Yorkshire as a whole (7.3%)
<b>KS4</b>	Significant changes at KS4 with 9-1 grades used for English and Maths. Although the average Attainment 8 score has reduced by 3.5 to 33.8, this is a slightly smaller reduction than that seen by North Yorkshire and England overall.

**TABLE 2: Growing up in North Yorkshire pupil survey 2016 (2018 survey underway but will not report until autumn 2018)**

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

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

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

**SECONDARY:** significant differences between pupil perceptions of disadvantaged pupils in the secondary Achievement Unlocked schools between 2014 and 2016:

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

**TABLE 3**

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

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

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

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

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

### Early Years Foundation Stage – all North Yorkshire schools

- At EYFS in 2017 the proportion of pupils who are eligible for free school meals (FSM) who achieved a good level of development improved by 1.0% which is a lower rate of improvement than nationally (2.0%).
- Due to this slight decline, the outcomes for FSM pupils remain lower and below the national average (4.0% below), whilst outcomes for other pupils are in line with pupils nationally.
- The achievement gap between FSM pupils and other pupils has remained the same as in 2016 (21.0%) and is wider than the national gap of 17.0%

**TABLE 4: Early Years – North Yorkshire compared with national and other local authorities**

Achievement of a good level of development (GLD) by FSM eligible pupils (those eligible for FSM on the day of the census) improved by 1% but still falls behind regional and national averages.

Year	% achieving a good level of development (GLD)							
	FSM Eligible Pupils				Other Pupils			
	North Yorkshire	Yorkshire and Humberside	Statistical Neighbours	National	North Yorkshire	Yorkshire and Humberside	Statistical Neighbours	National
2015	45	49	48	51	69	68	71	69
2016	51	52	51	54	72	70	73	72
2017	52	53	55	56	73	72	74	73
Change from 2016	+1	+1	+4	+2	+1	+2	+1	+1

### Early Years Foundation Stage – Disadvantaged pupils in Achievement Unlocked schools

Achievement of a good level of development (GLD) by disadvantaged pupils in Achievement Unlocked schools improved by 1%. Although only a slight improvement on the previous year is a higher rate of improvement than other pupils in North Yorkshire (outcome was static at 53%).

**TABLE 5: % of Disadvantaged pupils achieving GLD**

	2016	2017	Change
North Yorkshire	53	53	0
Achievement Unlocked (232 pupils)	54	55	+1

### Phonics - all North Yorkshire schools

- The proportion of North Yorkshire Year 1 pupils eligible for FSM who are working at the expected standard of Phonics improved by 2% whilst nationally the figure declined by 1%. The average for the statistical neighbours declined by 3%.
- Children eligible for FSM in North Yorkshire were 3% below the national average, whilst the full cohort is now level with national (81%).
- North Yorkshire was ranked 103 out of 150 Local Authorities for the % of FSM eligible pupils who were working at the expected standard of Phonics at the end of Year 1.

## ACHIEVEMENT UNLOCKED - 2017 DATA HEADLINES

**TABLE 6: Year 1 Phonics – North Yorkshire compared with national and other local authorities**

Year	FSM Eligible Pupils				All pupils			
	North Yorkshire	Yorkshire and Humberside	Statistical Neighbours	National	North Yorkshire	Yorkshire and Humberside	Statistical Neighbours	National
2015	57	61	62	65	73	74	78	77
2016	63	66	67	69	78	78	82	81
2017	65	65	64	68	81	79	82	81
Change from 2016	+2	-1	-3	-1	+3	+1	0	0

### Phonics – Disadvantaged pupils in Achievement Unlocked schools

The proportion of disadvantaged pupils in Achievement Unlocked schools working at the expected standard in Phonics rose by 7% between 2016 and 2017 and now matches North Yorkshire's for all pupils.

**TABLE 7: % of Disadvantaged pupils working at the expected standard**

	2016	2017	Change
North Yorkshire	78	81	+3
Achievement Unlocked (1527 pupils)	74	81	+7

### Key Stage 2 – all North Yorkshire schools

- The proportion of Disadvantaged North Yorkshire Year 6 pupils who were working at the expected level or above in Key Stage 2 reading, writing and math combined improved by 7% whilst nationally the figure increased by 9%.
- Disadvantaged pupils were less likely to attain the expected level or above in reading, writing and maths than the same group nationally (9% below), whilst other pupils were 4% below the same group nationally.
- North Yorkshire was ranked 136 out of 150 Local Authorities for the % of FSM pupils working at or above the expected standard in reading, writing and maths combined
- The attainment gap between disadvantaged and other pupils in North Yorkshire is 25%, which is wider than the national gap of 20%.
- A slight decline in rank compared with other local authorities in KS2 attainment outcomes for disadvantaged pupils (136 out of 150 local authorities). With a similar picture for SEN support (137 out of 147 local authorities – some LA figures are suppressed in the Statistical First Release due to small cohorts)

**TABLE 8: Key Stage 2 - North Yorkshire compared with national and other local authorities**

Year	Disadvantaged				Non Disadvantaged			
	North Yorkshire	Yorkshire and Humberside	Statistical Neighbours	National	North Yorkshire	Yorkshire and Humberside	Statistical Neighbours	National
2016	32	35	35	39	56	58	60	61
2017	39	43	43	48	64	66	68	68
Change from 2016	+7	+8	+8	+9	+8	+8	+8	+7

### KS2 – Disadvantaged pupils in Achievement Unlocked schools

There was an improvement of 9% to 35% achieving the expected level or above in reading, writing and maths. This shows a higher rate of improvement compared to North Yorkshire as a whole (7%). Strong attainment by disadvantaged pupils was evident in some of the Achievement Unlocked schools, although overall results remain below county and national averages. The disadvantage gap in Achievement Unlocked schools is narrower than the county average, however, both remain wider than national.

**TABLE 9: % of disadvantaged pupils attaining the expected level or above in reading, writing and maths**

	Disadvantaged	Non Disadvantaged	Disadvantaged Gap
North Yorkshire	39	64	25
Achievement Unlocked (460 pupils)	35	58	23

### Key Stage 4 – all North Yorkshire schools

The 2017 GCSE results are down nationally as a result of the change from the traditional A\*-G grades to a numerical scale 9-1 in both English and maths.

- The attainment 8 gap between disadvantaged pupils and others is 16.6 in North Yorkshire which is wider than the national gap of 12.8
- North Yorkshire's attainment 8 gap was ranked 90 out of 149 other local authorities for disadvantaged pupils. For SEN support North Yorkshire was ranked 56 out of 149 local authorities.
- The progress 8 gap between disadvantaged pupils and others is 0.77 which is wider than the national gap of 0.51. However, the progress 8 score for disadvantaged pupils rose by 0.04 whereas the score declines amongst North Yorkshire statistical neighbours and nationally.
- North Yorkshire's progress 8 gap was ranked 77 out of 149 other local authorities for disadvantaged pupils. For SEN support North Yorkshire was ranked 27 out of 149 local authorities.

**TABLE 10: Key Stage 4 Attainment 8 – All North Yorkshire schools compared with national and other local authorities**

Year	Disadvantaged				Non Disadvantaged			
	North Yorkshire	Yorkshire and Humberside	Statistical Neighbours	National	North Yorkshire	Yorkshire and Humberside	Statistical Neighbours	National
2016	39.3	39.5	40.8	41.2	54.4	52.8	53.8	53.5
2017	35.5	35.8	35.9	37.1	52.1	49.2	50.0	49.9
Change from 2016	-3.8	-3.7	-4.9	-4.1	-2.3	-3.6	-3.7	-3.6

**TABLE 11: Key Stage 4 Progress 8 – All North Yorkshire schools compared with national and other local authorities**

Year	Disadvantaged				Non Disadvantaged			
	North Yorkshire	Yorkshire and Humberside	Statistical Neighbours	National	North Yorkshire	Yorkshire and Humberside	Statistical Neighbours	National
2016	-0.52	-0.40	-0.42	-0.38	0.16	0.12	0.11	0.10
2017	-0.48	-0.34	-0.51	-0.40	0.29	0.17	0.09	0.11
Change from 2016	+0.04	+0.06	-0.09	-0.02	+0.13	+0.05	-0.02	+0.01



## ACHIEVEMENT UNLOCKED - 2017 DATA HEADLINES

### Key Stage 4 – Disadvantaged pupils in Achievement Unlocked schools

Although there was a decline in the attainment 8 score for Achievement Unlocked pupils it was less of a decline than seen for North Yorkshire as a whole.

**TABLE 12: Average Attainment 8 score for disadvantaged pupils**

	2016	2017	Change
North Yorkshire	39.2	35.0	-4.2
Achievement Unlocked (311 pupils)	37.3	33.8	-3.5

There was a slight increase in the progress 8 score for disadvantaged pupils in Achievement Unlocked pupils against a national decline (-0.02) and statistical neighbours decline (-0.09).

**Table 13: Average Progress 8 score for disadvantaged pupils**

	2016	2017	Change
North Yorkshire	-0.52	-0.48	+0.04
Achievement Unlocked (311 pupils)	-0.67	-0.65	+0.02

**Note: FSM Eligible is used for EYFSP and phonics analysis because disadvantaged information is not available at a regional level.**

**FSM Eligible counts those pupils who were receiving free school meals on the day of the school census.**

**Disadvantaged counts those pupils who are FSM ever 6, looked after or adopted from care.**

## REPORTS FROM INDIVIDUAL SCHOOLS

### Applegarth Primary School, Northallerton

#### Context

Applegarth Primary School is an average primary school. The catchment is varied and children attend from a variety of socio economic backgrounds. The number of pupils eligible for the Pupil Premium varies between year groups; 30% in our current Y3 and 22.5% in our current reception class, 14%/15% in Y1 and Y5.

There is a 'culture for improvement within the school. Staff are fully committed to their own professional development and participate in a range of projects and collaborative partnerships.' Ofsted 2018. Staff have therefore been receptive to the implementation of research projects such as Metacognition - Reflect Ed, the Closing the Gap Early Years Programme and in participating in the Swaledale Pupil Premium Review and the local Beacon Cluster reviews. Where staff found aspects challenging exceptional support from the Applegarth teacher leading the project and the materials from the Rosendale Research School has ensured consistency across the school at teacher level.

In conjunction with the governors we constructed a plan across all aspects of school life based on a robust analysis of areas for improvement:

- Raising awareness of disadvantaged pupils
- The achievement of disadvantaged pupils in all key stages
- Teaching and learning observations
- Readiness for learning (including attendance and punctuality);
- The involvement of disadvantaged pupils in school
- The involvement of parents of disadvantaged pupils in school activities/meetings

#### Key Actions

The school has developed comprehensive pupil mapping which includes barriers to learning, special educational needs, attendance information and participation in school 'activities' roles in school and sports participation, including participation within teams that compete in other schools. All teachers maintain within the school tracking system pupil notes that can be accessed by all and transferred to new teachers.

Our Senco/Deputy Headteacher put together a comprehensive 'map' of the children identifying the complexity of many children's needs, multiple barriers to learning. This included SEN needs, low parenting capacities, children classified as children in need or on a child protection plan, living in difficult home situations. Accessing support as soon as possible to reduce the barriers from SEN to ensuring effective supportive from outside agencies where/when available has been a priority.

#### Governor Engagement

- Our Chair of Governors has been active throughout the project attending meeting at the launch and being interviewed within Pupil Premium reviews. In addition to the chair we nominated a governor who has engaged fully in the work of the project, joining the LA adviser and a North Yorkshire Headteacher and two deputies when visiting school
- Governor monitoring is focussed on the engagement of the school in the Project and providing reports to the full governing body. He has taken an active part in Growth Mindset lessons across the school thereby supporting the annual review of our Pupil Premium strategy

#### Participation in Pupil Premium Reviews

- As both a reviewer and reviewee as part of Swaledale Alliance

#### Improving Quality of Teaching and Learning

- We were delighted when we were told that we were in the Metacognition Reflect Ed Project and able to access the CPD and resources available. This enabled another teacher to visit Rosendale Research School, meet other North Yorkshire colleagues embarking on the programme and given him the materials and enthusiasm to effectively lead the project back in school
- All teaching assistants accessed training on reading delivered in school by a local authority adviser
- Weekly meetings with teaching assistants in Y1/2 classes and releasing the lead teacher to develop a 'new' team across the two classes and build on training for new teaching assistants accessed

## REPORTS FROM INDIVIDUAL SCHOOLS

- The Headteacher's visit to schools in London Essex and Suffolk disadvantaged pupil enquiry visit (January 2018) confirmed that the key aspect for the school to develop across all classes to improve the quality of teaching and learning for all pupils was to develop better use of metacognition across all classes in the school in a systematic and consistent way in lessons every and working in a collaborative way with other school leaders.
- Continually reviewing evidence of what works best for improving outcomes for disadvantaged pupils. Sharing all Education Endowment Foundation (EEF) resources with all staff.
- Engagement in Early Years Oracy/ Word aware project
- Attendance at the Literacy CPD day April 2018 by our English Subject Leader and Headteacher



### Breakfast Club

- Funding places, provide reading/alternative spaces for homework/using school staff/outside play before school
- Continuing to support Forest Schools for Y1 pupils

### Impact

#### Quality of Teaching and Learning - Metacognition

- Metacognition lessons take place weekly
- Children's reflections are improving and are now increasingly applied to other curriculum areas
- The pupils are referring to their struggles more positively and understand that these lead to success. This has been further supported by the links with the learning mentor in targeting pupils with tailored programs of work

- The pupils have a more common framework/ language to use *'Pupils are articulating their learning clearly and succinctly.'* Marc Rowland Visit
- The majority of pupils are not giving up as easily, showing 'greater resilience' with some notable outcomes for vulnerable pupils in lower Key Stage 2
- Pupils understand and use the phrase ' I can't do.... yet'
- The use of See Saw to record and collate evidence for the Reflect Ed project has ensured consistency across classes – led by our Information Technology Subject Leader, providing guidance and support to staff
- *'Pupils have good attitudes to learning. In lessons, they are keen to offer their suggestions, confident enough to clarify their own misconceptions in front of their peers and are motivated to challenge themselves.'* Ofsted 2018
- The 'Growth Mindset' sessions in the Reflect Ed project were observed by the school leadership team and Pupil Premium governor
- Observations and behaviour tracking have shown us that some of our most vulnerable children are more able to face challenges both in their learning and with some very stressful events for their families over this academic year.
- Providing an assessment profile for our learning mentor

*We believe the actions are improving the provision in lessons*

### Effectiveness of Teaching Assistants

- The Learning Mentor following her meeting with Marc Rowland reviewed her assessment systems and has now introduced the use of the 'Boxall Profile' for targeted pupils. This is helping to identify the levels of the skills the children need to learn. and has enabled the setting of individualised targets to reinforce the behaviours needed to access learning.
- She is able to follow up on low attendance issues and support parents on entry into the school grounds and is very well supported by the school office team who chase absences rigorously. *'The school is highly vigilant in ensuring that pupils attend school regularly. There are robust systems in place to follow up absences on the first day. Where necessary, staff involve external agencies to ensure that pupils are safe when not in school.'* Ofsted 2018

- Training Teaching Assistants in targeted programmes that can support pupils from across classes and in how best to observe pupils within lessons, giving them time to process rather than correcting and providing answers – *'Making the best use of teaching assistants'*

### Breakfast Club

- More pupils eligible for Pupil Premium are now accessing the service and showing improvements in attendance
- Case studies of individual pupils have shown that this smooth start to the day, joining friends outside on the playground prior to the start of the day has led to better punctuality and attendance, and for a number of service children ensured a better 'readiness to learning' in the morning. Improved student organisation, attendance and punctuality
- The employment of a teaching assistant as a leader of the club has ensured that time can be maximized for example hearing children read in morning –supplementing the school reading when parents struggle with this task
- Having an 'annexe' area for homework and/ or reading activities alongside the hall has provided a quiet time for completion of these tasks when mornings may be difficult at home.



### Early Years – Developing Language/Word Gap

- As part of the oracy project our new Early Years teacher has worked on developing the teaching of early language using the 'Word Aware' scheme and other initiatives.
- The training provided has established a focus on vocabulary acquisition and provided a systematic approach across both classes because of her good leadership. Early indicators are that the gaps are being addressed. But there remain concerns from the team about the low level of language on entry and they are determined to have a robust instruction of vocabulary to narrow the word gap that is apparent.
- Good liaison with the speech and language therapist has supported the needs of children

### Pupil Engagement

- Subject Leaders are expected to focus on the engagement of children eligible Pupil Premium children in activities and enrichment experiences within their subject
- PE subject Leader proactive in tracking participation in all out of schools sports/activities/events
- The visit to London made us consider the 'Cultural Deprivation' of some pupils eligible for Pupil Premium. This has made us determined to ensure our curriculum is creative and provides visits/ enrichments to try to overcome this deprivation
- Pupils are showing more resilience in lessons, those with low levels of engagement in the previous academic year have been more engaged in class and in whole school activities such as assemblies, art club and sports activities this academic year. Less time has been spent out of the classroom and therefore in the room where learning is taking place. There has been good engagement in the end of year tests taken before the half term holiday with some very positive outcomes

## REPORTS FROM INDIVIDUAL SCHOOLS

### Summary

**At Applegarth we are trying to Aiming High.. Be happy... Celebrate... Together.**

We have learned that working together on one project is crucial to school improvement and in improving outcomes for our most disadvantaged pupils. Working together within school and between schools. Learning from the best schools and meeting some of the best leaders.

### Next Steps

Our next steps are to ensure the strategies are having the right impact. Appreciating that they require embedding and that for all children and staff our own mindset can have an impact on learning. Developing a Growth Mindset across the school will continue to be important and particularly so given the importance of children's mental health and well-being. To continue to develop a positive attitude to school life and to help all our children to be active citizens in both school and the local community.

The Compass Buzz training we have accessed recently further supports us in ensuring all children are taught the skills and vocabulary to talk about their issues and their emotions. Suggesting our early observations are accurate that in focusing on developing this in our Early Years will have a positive impact not only on academic outcomes but on our children's health. Reducing the 'word gap' will be very important as we move into the next academic year.

**Alison Goodwin, Headteacher**

### Carlton-in-Snaith Community Primary School



#### Context

Carlton-in-Snaith Community Primary School is located in the village of Carlton, North Yorkshire, south of Selby. There are 161 pupils on roll aged 4-11. We are a smaller than averaged sized primary school. We have 6 classes, consisting of both single and mixed age groups.

The school serves a diverse community with some pupils from a range of socially disadvantaged and challenging circumstances.

The proportion of pupils in receipt of Pupil Premium funding is 23% and the percentage of pupils with special educational needs/disabilities (SEND) is 13%. The majority of pupils are from a White British background. Three pupils speak English as an additional language. A number of pupils (8.2%) are of Gypsy Roma Traveller (GRT) heritage. There is significant variation in the proportion of disadvantaged pupils in individual year groups.

Attainment for disadvantaged pupils in 2016 was low and again in 2017.

Prior to being involved in this project, Pupil Premium funding at Carlton in Snaith CPS was focussed on providing teacher and teaching assistant led interventions to boost attainment, particularly in English and Mathematics, for example:

- Additional small group interventions (e.g. Rapid Writing, First Class in number)
- Focussed 1:1 and small group work for targeted children
- Streamed phonics groups
- Teaching assistants used in pastoral support remit

Some funding was also allocated for resources to support provision for pupils.

#### Approach and Ethos:

When we began this Achievement Unlocked (A.U.) project we identified several key factors with regards to our ethos and approach. These included:

- A.U. approach fitted well within our drive to further develop our school and the principals behind the project matched our school ethos and vision

- It was intended that all of our work within the A.U. would have benefits for not only our vulnerable learners, but more widely for all of our learners.
- All aspects of this A.U. work would tie into whole school developments (via School Improvement Plan) for 2017-2018, and would not be a 'bolt-on'
- We were/are committed to improving outcomes and experiences for all children (including Vulnerable Learners)
- We wanted to have some clearly defined projects that were measurable and have positive impact on our learners
- We were (and continue to be) excited about being a AUC4 school and developing working partnerships

#### Review: Barriers and proposed strategies

As part of our internal review in conjunction with Marc Rowland (Head of Research school, Rosendale school) and Lead Adviser (NYCC), we identified several key themes that we wanted to address. These included:

- Securing the necessary leadership capacity to ensure consistent use of high quality teaching strategies that have a disproportionately positive impact on disadvantaged learners
- Developing a high quality outdoor learning environment, prioritising Early Years. This would assist with language development, self-regulation, social skills, independence and the foundation blocks for the Primary Curriculum
- Changing the culture of language and practise in school, both in terms of labelling children (e.g. 'low ability) and limiting expectations, including grouping children together based upon prior attainment
- Reviewing Pupil Premium funding expenditure to ensure value for money and maximum impact. As much of our Pupil Premium Funding is allocated to necessary Teaching Assistant roles, it was considered critical that the school adopts the principals of Maximising the Impact of TAs (MITA)

#### Strategic plan

We created a strategic plan for the academic year 2017-2018 which included key work in the following areas:

- Continued drive for culture of consistent 'High Expectations' and 'Quality First Teaching', including:

- further work re Teaching and Learning policy and agreed certainties
- high quality Staff CPD & training
- visits to other schools/developing practice
- further developing reflective practice
- Participation and engagement with the MITA (Maximising Impact of Teaching Assistants) programme
- Improvement programme for the EYFS/ Reception Outdoor provision
- Incorporating a quality metacognitive approach into teaching
- Participation in RelflectED programme via Rosendale school
- Metacognition training for staff
- Developing, finalising and launching our agreed learning skills within school
- Providing planned opportunities for collaborative learning beginning initially with a Forest Schools project and small group outdoor learning sessions for targeted groups



#### Main Outcomes to date:

- The School Leadership team and capacity has now been strengthened
- Evidence based research is now informing strategy, spending and focus within school improvement planning - this has been the key learning on a strategic level. Use of research and tools like the Education Endowment Foundation toolkit, have been fundamental in the strategic decision making of the provision we are now providing for all of our learners, including the most disadvantaged.

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- All of the staff team are on board with the drive for improving standards for all children, including vulnerable learners. This is a clear focus of our approach.
- Standards in school for all learners are improving (in house data Term 2 April 2018 and prediction for Summer 2018. For example:
  - From Term 1 to Term 2 (2017-2018) whole school data shows an average 3% improvement in age related expectations (A.R.E.) in Maths, Reading and Writing and average increase of 4% for pupils reaching Greater Depth in the same subjects
  - KS1 predicted outcomes for A.R.E. for summer 2018 are up on average 22% in Reading, Writing and Maths from last year (2017)
  - Year 3 pupils are predicted to be 14% higher at A.R.E. compared to last year's KS1 data
- Attainment for disadvantaged pupils is improving. For example, in house data from our new tracking system strongly predicts an average of 7% increase in the percentage of disadvantaged pupils reaching ARE by the end of summer 2018, in comparison to 2017. Predicted increases are: Reading (8%), Writing (7%) and Maths (6%) for this group of pupils.
- EYFS outdoor provision redesign completed and being actioned (summer 2018)
- Metacognition is now a feature of our school
  - staff have had training on metacognitive approach
  - We are an Education Endowment Foundation ReflectED research trial 'treatment school'. ReflectED lessons are being taught every week in every class
  - Initial feedback is positive from both staff and pupils alike and language of metacognition and reflection is being used well around school
- A programme of Forest school/outdoor learning has been trialled and been highly successful
- Language in school is more positive and aspirational. We now talk about 'CNAREY' (Children Not at Age Related Expectations Yet) and are aspirational, carefully considering the importance and power of the word Yet!

- 'Carlton Skill set' is to be launched (June 2018) that promotes important characteristics of learning. These are:
  - Curiosity
  - Collaboration
  - Determination
  - Growth Mindset
  - Independence
  - Resilience
  - Reflection
  - Respect



### Next steps:

- Continue to use research to inform strategic planning
- Embed our Skill set approach, including
  - Further embed the ReflectED and metacognition approach
  - Develop our focus on 'Academic resilience'
- Participation and engagement with MITA project
- Curriculum review redesign and refresh, including enrichment, immersion and enhancement days
- Further develop Forest School provision
- Further focus on Quality First teaching (via agreed certainties, discussion, training and monitoring and visits to other schools)

**Jon Watson, Headteacher May 2018**

### George Pindar School, Scarborough



Number on roll: 642 Proportion of disadvantaged learners: 42%

#### Enquiry Question

'How can George Pindar School ensure that disadvantaged learners are advantaged in all aspects of school culture?'

#### School Context

George Pindar School (GPS) is a mainstream secondary school situated on the outskirts of Scarborough in North Yorkshire. GPS is an 11-16 school with 674 pupils on roll and 42% of which are from disadvantaged backgrounds. The vast majority of pupils are of white British heritage. The school mainly serves the community of Eastfield with the Department for Communities and Local Government (DCLG) reporting Eastfield as being within the bottom one percent of the indices of deprivation. North Yorkshire Coast is recognised by the DFE as an opportunity area and the school is collaborating with different partners to tackle social mobility and student aspirations.

#### Our Pupil Premium Review

GPS Pupil Premium review was carried out by Marc Rowland (Rosendale Research School) and Lead Adviser (North Yorkshire County Council). This involved meetings with the Headteacher, senior leaders, the SENDCO, middle leaders and support staff. There was also a discussion with pupils, classroom observations and a tour of the school. As part of the review recommendations were made in order to improve the provision for our disadvantaged pupils and this, in turn, formed the basis for our disadvantaged whole school action plan.

The review highlighted some key areas to consider:

- There should be a relentless focus on high quality teaching for all
- A stronger focus on reading and literacy will improve pupils' ability to access learning in all subject areas
- Specialist staff and expertise should be deployed where it can have the greatest impact on pupil outcomes.
- Challenging learning dispositions of pupils.

### Raising aspirations and increasing positive learning dispositions.

In order to tackle the issue of student aspirations, learning dispositions and a collective vision for how to succeed the 'GPS Thin Blue Line' (GPS TBL) was formulated. Its aim was to explicitly translate to the pupils and staff what was needed in order to 'cross the line' and, as a result, increase the chances of success in all areas of school life and beyond. The GPS TBL sets out a list of modified learning dispositions which are then translated and built upon during assemblies, classroom lessons, sporting activities and general teacher student conversations.



The GPS TBL provides the pupils with a 'blueprint for success' and gives teachers a basis in order to form positive learning conversations and build positive relationships. Teachers have used these principles to direct tasks and to form success criteria. Furthermore the principles provide a basis for the GPS rewards process as the principles directly feed into how the pupils are awarded achievement points. This has enabled for a powerful, language rich drive on the principles we consider to be essential for success.

Thus far the impact of this strategy has been difficult to measure as it is in its early stages of development. Feedback from teachers and pupils has been overwhelmingly positive and we will continue to measure and monitor the use of the strategy via

## REPORTS FROM INDIVIDUAL SCHOOLS

monitoring and evaluation. The impact on our rewards policy has been profound with disadvantaged pupils being awarded more achievement points than the previous three years. This is important as it gives teachers and pupils a clear framework to what success looks like and how they can aspire to achieve it.

### The formulation of expert Pedagogy Leaders

Our Pupil Premium review highlighted the need for expert staff to be deployed in the areas where they can have the greatest impact. As a result of this we directed our attention and an effort to ensuring quality first teaching is our main priority. In order to develop, prioritise and drive a culture of learning we have employed two Pedagogy Leaders from our existing staff. The Pedagogy Leaders' main objective is to drive teaching and learning strategies that have a strong evidence base and develop and up skill current and new teachers. Furthermore, they forensically analyse data to ensure appropriate interventions are put in place for disadvantaged learners and that the teaching and learning narrative they receive in lessons is rounded and impactful. The pedagogy leaders work closely with other key improvement stakeholders in the school in order to build on a culture of improvement and advantaging the disadvantaged. For example, they work closely with the literacy co-ordinator in order to further develop a school that is rich in language and that literacy is a cornerstone for disadvantaged pupils accessing and achieving in all subject areas.

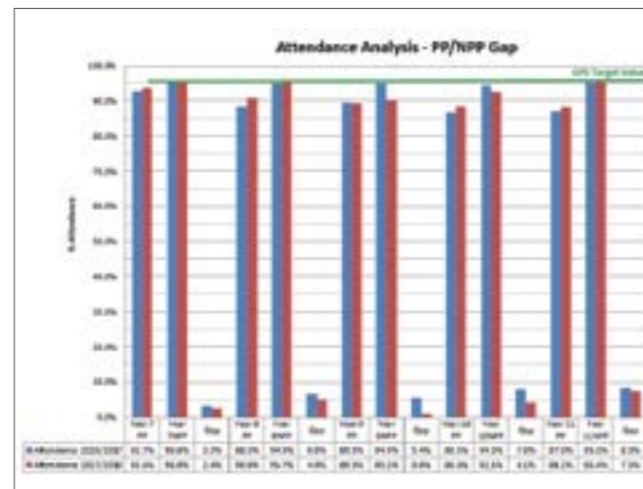
The impact of the Pedagogy Leaders is in its early stages and a review of effectiveness will be undertaken in the near future. In the mean time, we continue to evolve and develop the role so that the focus is on quality first teaching and professional staff development.

### Raising the profile of disadvantaged learners and creating a culture of high expectations

Ensuring that disadvantaged pupils are known, understood and accepted is an integral part of developing a whole school culture that advantages this specific cohort. In order to ensure this is the case some very small but important changes were introduced to support pupils, teachers and support staff. For example, teachers were expected to have disadvantaged pupils clearly identified in seating plans.

Monitoring and evaluation of lesson observations now makes specific reference to the provision of disadvantaged pupils. Support staff are now provided with specific and relevant CPD with a yearly training plan now in place for next academic year. Teacher CPD has been realigned with the recommendations made from our Pupil Premium review, with the formulation of Teaching and Learning Communities (TLs) focusing on areas of metacognition, language poverty, relationships and collaborative learning. From a senior leadership level a 'vulnerable and disadvantaged' update is on every meeting agenda with different focuses for improvement discussed and reflected upon.

We are seeing impact in the improvement in the attendance of our disadvantaged pupils across all year groups with the exception of Year 9. The decline in attendance in Year 9 for disadvantaged students was less than for other pupils.



Creating a culture of advantaging the disadvantaged is difficult and takes time and perseverance however, the Achievement Unlocked process has helped George Pindar School begin the journey to improving all aspects of social mobility in the community we serve.

**Jordan Cairns, Assistant Headteacher**

## Grove Road Community Primary School, Harrogate

### Enquiry Question

How can we ensure that the interventions we are providing for children are supporting children to make rapid progress?

### Context

Grove Road CP School is a larger than the average school nationally. Including English, there are 27 different languages spoken by our learners. Approximately one third of our pupils speak English as an additional language (EAL).

Around 16% of our pupils are 'disadvantaged'. Approximately 18% have special educational needs and disabilities (SEND) whilst 4% have an Educational Health and Care Plan (EHCP). Approximately 30% of our disadvantaged pupils have SEND.

30% of children on the SEND Register have Specific Learning Difficulties as their primary need, often with Speech, Language and Communication as a secondary need (30%). The result of this is that many of our most disadvantaged children struggle with their speech, language and communication skills, and the gap in attainment in these areas become more pronounced as they move through the school.



Our challenge this year has been to investigate how we can best support children in KS2 to make rapid progress with their speech, language and communication skills whilst not impacting on their overall progress by removing them from their language and oracy rich classroom environments.

As part of the 'Achievement Unlocked' project, we wanted to look at the interventions we were providing in school and assessing the impact these interventions were having on progress and attainment for disadvantaged pupils.

### Methodology

In 2017, many different interventions were being run across the school, with pupils being taken out for short periods of time to work 1:1 with a Teaching Assistant. Pre- and post-assessment of these interventions were spelling and reading ages, with little useful analysis of need being generated.

The decision was made to reduce the number of interventions for a number of reasons:

- to enable children to spend more time in the classroom
- to lessen the impact of children leaving / entering classes during class time
- to gain an understanding of the impact of one intervention and the cost implications of running this

Taking advice from the Enhanced Mainstream School (EMS) for Cognition and Learning, and Education Endowment Foundation (EEF) research into the effectiveness of interventions which address the reading and spelling needs of our pupils, a decision was made to run IDL Cloud as the main Key Stage 2 intervention for the year. Other specific, intensive interventions continued to be run for a small number of children as per Education Health Care Plan (EHCP) requirements, but for the main cohort of children who were not reaching expected levels of reading and spelling, IDL Cloud was to be offered across the Key Stage.

In order to gain an understanding of how best to manage and deliver the intervention, one class (Year 5) completed the IDL work within the classroom setting during the time the rest of the class were completing No-Nonsense Spelling lessons, whilst other children (Years 2, 3, 4 & 6) were taken out of classes during the afternoon lessons to work 1:1 with a teaching assistant.

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Alongside this, the school underwent Growth Mindset training, joined the Reflect-Ed program to develop metacognition within the school, and Thrive was introduced as a way of assessing and developing children's Social, Emotional and Mental Health Skills. At the start of the school year, No-Nonsense Spelling lessons were introduced to teach and develop pupils spelling skills.

### Impact

Looking at the impact of using IDL Cloud as a reading and spelling intervention has allowed us to identify children who were not making progress as rapidly as their peers, and in 2 cases, were not making progress at all in the reading and spelling ages. This has allowed us to make 5 referrals to the Cognition & Learning EMS this year, for further analysis of these children's individual needs. These children now have individual targets and specific, intensive interventions designed by the C&L team to meet their specific needs and to allow them to make the rapid progress we would hope to see. The IDL data for these children have been removed from the following data analysis.

	Progress in Reading Age (Ave)	Progress in Spelling Age (Ave)	Number of lessons Completed (Ave)
YEAR 2	8.25	6.4	54
YEAR 3	5.6	2.4	57
YEAR 4	7.8	7.2	73
YEAR 5	13.75	3.5	123
YEAR 6	14.9	7	64

### Analysis

Pupils have been completing IDL Cloud lessons for an average of just over 6 months. In this time, they have completed an average of 74.8 lessons and have made, on average 10.9 months reading progress and 5.2 months spelling progress.

Analysing the results, we can see that Year 5 and 6 pupils saw the greatest benefit in this intervention. Year 5 pupils, who had access to IDL Cloud during class time, made, on average, 13.75 months' progress in their reading age in 6 months, but only 3.5 months' progress in their spelling age. Year 6 pupils, who were taken out of afternoon lessons and completed IDL Cloud during one to one time with a Teaching Assistant, made, on average 14.9 months' progress with their reading age and 7 months' progress with their spelling age. On average Years 2, 3 & 4 made 7 months' progress in their reading ages and 5 months' progress in their spelling ages.

The largest differences between the pupils who completed the IDL lessons in class-time and those who completed IDL lessons only when taken out of lessons by an available teaching assistant, is the number of IDL lessons they have managed to complete in the 6 months since completing the intervention and the associated costs with providing individual Teaching Assistant support. Year 5 pupils completing the lessons independently did these daily during class Spelling Lessons and managed to complete 123 lessons each. Year 6 pupils completed only 64 lessons each in the same time frame. However, the knock-on effect of completing these independently during spelling lessons may be reflected in the increase in spelling ages for each year group: 3.5 months for Year 5, and 7 months for Year 6.

### Conclusion

Using IDL Cloud to support pupils who had been falling behind their peers with reading and spelling has clearly had a great impact and allowed these children to make rapid progress in these areas. As shown with the Year 5 data, this is also an intervention which can be undertaken by pupils individually and during lesson times, allaying the need for children to be taken out of class and be denied the opportunity to be immersed in the language rich environment of their classroom. However, we now need to ensure

that this is not during No-Nonsense Spelling lesson time. Our next step will be to further investigate how we can continue to implement this successful intervention and ensure that children are not missing out on learning the important skills which others are developing during No-Nonsense Spelling lessons.

### Wider Learning

This work has been underpinned by a shared strong vision and determination by senior leaders to ensure that every pupil in the school has access to high quality teaching so that progress is maximised. This includes championing disadvantaged learners. Through a dynamic culture of improvement the school is ensuring that all members of staff share the vision. There has been a considerable focus on evidence-based recommendations from the work of the Education Endowment Foundation in order to raise attainment and develop essential life skills of disadvantaged pupils. As a result of the school's involvement in the EEF ReflectED Metacognition Trial pupils are now confident to write two learning reflections each week and Seesaw is being used to evidence reflections and share work with parents.

Chris Parkhouse, Headteacher

## Holy Family Catholic High School, Carlton



### Context / Rationale

The Holy Family Catholic High School is a small, oversubscribed and genuinely inclusive secondary school located in Carlton, North Yorkshire. Our aim is to provide an outstanding education for all children, irrespective of background or prior attainment.

There are 480 students on roll, 16.5% of whom are from disadvantaged backgrounds. The majority of students are of white British heritage.

In 2016-17, attainment was relatively high overall. However in 2017, only 55% of disadvantaged students achieved 4+ in English and maths compared to 74% of their peers. Outcomes for 2018 predict 54% disadvantaged students achieving 4+ in English and maths compared to 77% of their peers.

This indicates the need for a fundamental shift in the delivery of teaching and learning, the elevation of expectations of staff in relation to disadvantaged students, as well as elevating student aspiration.

### Actions

As a leadership team, we considered the findings of the most recent Ofsted inspection (June 2017), the HMI Inspection Visits (December 2017), the Behaviour review (January 2018) as well as using ongoing learning walks and student voice. It was determined that our primary aim must be to improve the quality of teaching and learning for all students, regardless of their starting point. Staff had to reconsider their approach to data collection and evaluation. We were confident that by ensuring staff have an understanding of data and were able to effectively apply this to their planning and delivery of lessons, it would provide a desirable outcome. It also outlined the need for collaborative working in order to ensure that everyone felt confident in identifying and applying additional and different actions for disadvantaged students.

### Project Actions

#### Data Collection and Active Files:

Staff were tasked with being able to support their data with a robust set of assessments. This is now captured every half-term. Staff were responsible for interpreting and evaluating their data, documenting this in an active

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file. This physical file holds evidence of class data to support teaching and learning, by directly informing planning and interventions.

### Quality first teaching support:

Teaching and learning meetings have been established with the middle leaders and senior leadership team to help support with a fresh approach to teaching. This allows clear and concise dissemination of information. A School Improvement Group was established, to further aid in support so that students experience diverse and engaging lessons. Enthusiastic members of staff from across the school attend to share best practice and lead on supporting the teaching and learning agenda.

### Disengaged students:

#### Restorative Practice:

School is investing in whole staff training to support positive interactions by way of resolving issues and having a positive impact on relationships. This in turn will promote a positive climate for teaching and learning.

#### Behaviour Tracking:

There has been a whole school shift of focus on recognising and recording positive behaviours, sharing their successes and further developing this positive climate for learning and progress.

#### Personalised Curriculum:

School has invested in staff training to enable the delivery of The Prince's Trust Achieve Award. The Achieve programme aims to improve attainment, increase attendance, build on personal and social development and to improve engagement. We will focus on two different cohorts; SEN students who need a more personalised curriculum to offer some interactive, engaging activities not measured by academic outcomes; vulnerable students who need to re-engage with education and have support to enable them to reach their 'full potential' and to prepare them for the 'world of work'.

#### MITA:

Maximising the Impact of Teaching Assistants (MITA) is an evidence-based approach to improving the way schools deploy TAs. Developed and delivered in collaboration with Peter Blatchford, Rob Webster and Anthony Russell - the research team at the Institute of Education, behind the ground-breaking Deployment and Impact of Support Staff (DISS) project - the MITA

programme helps schools review and rethink the way they deploy and prepare TAs. The SENDCo has completed this course and is fully committed to improve practice to ensure effective deployment both supports and engages students effectively in the classroom.

#### Metacognition:

Three members of senior leadership team have now been on metacognition training and understand the key principles behind it. Groups have been rebranded so that they do not reflect an ability rank. Extended tutor time has been offered over to allow students to reflect on their own learning and respond to challenges.

Teaching Assistants will also be trained in metacognition in order to support the independent thinking and learning skills of students, in line with their effective deployment. (see MITA)

#### Monitoring, Evaluation and Impact

In order to measure progress, links have been strengthened between pastoral and academic and meetings run parallel. Key members will cross over meetings, as collaborative work was key to success. The introduction of robust quality assurance, focused learning walks and data collection points all ensured progress was monitored routinely. 2018 projections for Year 11 students indicates Progress 8 for disadvantaged students to be +0.13, which will be a marked improvement from 0.00 in 2017.

#### Next Steps

- As a staff body, we need to further embed the principles of metacognition and work collaboratively with primary schools where this is well established. We have ambitions to expand our vulnerable learner transition days to 3 days over the year, allowing an additional experience and where metacognition ambassadors from year 6 will lead on this. In addition to this, we will integrate 'learn to learn' lessons into our KS3 curriculum.
- After a successful pilot, we would like to introduce and embed individual provision maps for all disadvantaged students. These students are involved in the completion of these.
- Dialogic talk and oracy is a focus to increase participation and reduce the number of passive students. We need to establish a safe environment for all, so that they feel capable of participating

and their thoughts are valuable. The process has begun to move away from habitual teacher talks towards active discussion and responding to one another appropriately. Further work on questioning, particularly higher order to deepen analysis.

- The Prince's Trust Achieve programme needs to be embedded and an Achieve club room developed. A key member of the pastoral team needs to embrace this role.
- Additional support and training is needed for both teachers and teaching assistants to ensure effective collaborative working. (MPTA training).

**Jess Barlow, Senior Leader: Teaching and Learning**

**Alison Walker, SENCo/Teacher In Charge of EMS (Autism)**

## Husthwaite Church of England Voluntary Controlled Primary School



Number on roll: 58 + nursery (September 2017)

Proportion of disadvantaged learners: 25.8%

### Context

Husthwaite CE Primary School is a smaller than average rural school with a nursery class catering for children from 3-11 years of age. In September 2017 there were 58 pupils on roll excluding nursery within 3 classes. Children attending school are from a wide range of differing socio-economic backgrounds. A significant proportion of children have language and communication and emotional difficulties. The high number of disadvantaged pupils reflects the diverse background of children who attend the school and some of whom live in pockets of rural deprivation. This does not correlate with the area in which the school is located.

Since September 2016 there has been a significant and unusual turnover of staffing with 3 teaching staff and 3 teaching assistants leaving the school resulting in significant supply cover in two-thirds of the school. The headteacher also secured a new post leaving the school in December 2017 with the vacancy being covered in the spring term 2018 by an interim headteacher resulting in an extended period of instability.

Pupil Premium money has previously been spent on an experienced Higher Level Teaching Assistant (HLTA) in a learning mentor role for those children who needed emotional and social support which contributed towards improved behaviours for learning. However, it was recognised that there was still a need to close the gap for disadvantaged pupils in their educational progress compared to their peers. Pupil Premium monies had also been used for each class to have teaching assistant (TA) support to run interventions, but again, progress was limited and not fully evaluated.

Prior to the school's involvement in the Achievement Unlocked project the school had successfully completed the Achievement for All in July 2016 with Growth Mindset becoming very much at the heart of the school ethos. However, as mentioned above, due to the sustained period of instability of staffing from

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September 2016, unfortunately the Growth Mindset philosophy became lost in children's learning.

### Key Areas for Development

1. Pupils to become active learners who can reflect on their own learning and identify their own next steps using metacognition techniques consistently across all year groups and in all classes.
2. Promote and embed a language rich curriculum beginning from entry into nursery and continuing through school to Year 6.
3. Raising the attainment of disadvantaged learners through more effective deployment of teaching assistants using strategies learned from the MITA programme.

### Achievement Unlocked Actions

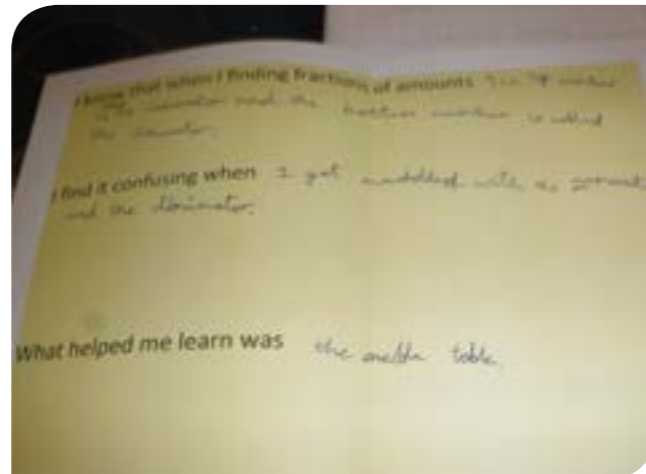
#### Metacognition

Two members of teaching staff attended metacognition training led by Marc Rowland and colleagues from Rosendale School. The senior teacher led an inset day to train all classroom staff on the delivery of metacognition lessons (ReflectED) and use of metacognitive strategies to teach the skills of metacognition to pupils. All classrooms were expected to have a display promoting Growth Mindset and metacognition.

#### Impact

Pupils use the skills they learn from the metacognition lessons to reflect on their learning throughout the week using prompt sheets based on the Rosendale approach. From the ReflectED lessons, children are taught to think about their barriers to learning and consider new ways to overcome them. They are encouraged to use these strategies across all areas of their learning. Resilience in their learning is encouraged so that they are always prepared to challenge themselves. There has been some sign of impact where pupils who have had consistency are able to apply self-reflection techniques and show more resilience in their learning which was recognised in the recent Ofsted Report (March 2018) "*pupils confidently share their thoughts with each other in class and test out their ideas*". This was also evident in mathematics where children self-choose their level of challenge "older pupils were seen making choices in tasks that gradually increased in difficulty,

guided carefully and positively by their teacher if the task proved too easy or too challenging".



#### Next steps

Although metacognition is still in its early stages, and due to staff instability, it is yet to be embedded in all classes. Consistency in using the ReflectED lessons and the reflecting approach will ensure all children are able to gain the skills needed for independent learning. Investment in the SeeSaw programme for pupils to reflect instantaneously rather than waiting until the end of their lesson will further help entrenchment. All staff will be asked to adopt positive terminology for describing children's levels of learning— low achievers; middle achievers; high achievers – to encourage children to understand that whatever level of learning they are at, there is no ceiling to their learning.

#### Language Rich Curriculum

There has been a large investment in staff CPD included training by a professional external provider on how to improve children's use and understanding of a wider range of vocabulary. This included some coaching and mentoring time with staff within classrooms. Further investment was made for a recommended phonics programme which would ensure younger pupils were also able to participate in a language rich curriculum. Staff were introduced to the concept of using 'Goldilocks' words (tier 2 words). The idea is that children learn words that are just right, not too technical and not too easy. This improves children's understanding and use of words in their written work. In the younger year groups the focus of these words focuses on their language and communication skills.



#### Impact

The impact has been less clear, as again a consistent approach across school is not yet embedded. Children in some classes where the training has been applied in more depth are starting to demonstrate the use of the 'Goldilocks' words routinely in their writing and are enthusiastic in using the new vocabulary. This is becoming more evident in their learning as they are able to apply it across the whole curriculum.

#### Next Steps

The approach taken by some teachers in using the 'Goldilocks' words which has had a positive impact, will be shared as good practice across the school to demonstrate the positive impact it can have on children's learning. Leadership will continually evaluate and monitor the use of 'Goldilocks' words for effectiveness to ensure that consistent and continual progress is maintained in promoting a language rich curriculum from nursery to Y6.

#### Implementing Maximising the Impact of Teaching Assistant (MITA) Strategies

The Senior Teacher and School Business Manager (SBM) attended MITA training. A development group was formed and the key elements of the MITA programme were shared with all staff. This included some misconceptions of delivering 1:1 interventions (especially to disadvantaged learners) and the benefits to be gained from effective deployment of TAs working in partnership with teachers. A review of current TA deployment was carried out via a staff questionnaire on current practice. Key findings were reported back to the senior leadership team which consequently

fed into the Achievement Unlocked action plan. Through conversations with the development group, some suggested strategies have been trialled in the classroom, eg scaffolding techniques and TAs team teaching with the class teacher. The SENCO implemented a termly monitoring programme for impact of interventions and barriers for learning for disadvantaged pupils and those who are below expected levels of learning.

#### Impact

There has been a positive response from TAs who are keen to implement some of the suggested strategies. The scaffolding technique is currently the most evident as it links with the school's Growth Mindset philosophy. The full impact of adopting some of the MITA programme strategies will not be seen until the next academic year as support staff roles change in response to it. A significant barrier to adopting the MITA programme has been the uncertainty of Headship with an interim Headteacher in-situ for the spring term coupled with a changeover of support staff exacerbating the challenges for making changes in the classroom.





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### Next Steps

With a change of headship (interim head made permanent from 1st May 2018) the deployment of TAs for the next academic year will be re-evaluated in line with the research from the MITA programme. The needs of the pupils will also be considered to ensure positive outcomes for all learners.

### Conclusion

Staffing is now stable and the key actions from the Achievement Unlocked action plan are included in the School Development Plan. There is a clearer expectation of what staff need to achieve and what actions need to be taken. A consistent and methodical application of the next steps, as outlined above, will enable the school to achieve its target for all children to make expected or better progress.

**Gemma Goodchild, Achievement Unlocked Lead**

### Oatlands Junior School, Harrogate



Number on roll: 302 pupils

Proportion of Disadvantaged Pupils: 30 (10%)

Proportion of pupils with SEND: 21 (7%)

Proportion of Disadvantaged Pupils with SEND: 7 (23%)

### Context

Oatlands Junior School serves an area of mainly white, high social class households. Income deprivation affecting children index (IDACI) indicates that we have fewer socio-economic issues than the majority of schools nationally. The proportion of pupils with SEND and those known to be eligible for the Pupil Premium Grant (PPG) is well below the national average. However, the number of disadvantaged pupils is increasing, especially in Years 3 and 4. There were 21 pupils across school eligible in September 2017, this number has increased and is currently 30.

### Rationale

At Oatlands Junior School we are committed to ensuring that every child has the opportunity to succeed by maximising potential, overcoming all barriers and closing gaps in achievement. We therefore use the PPG to make a difference to the lives of young people by setting out a comprehensive strategy to make the best possible use of the additional funding the Pupil Premium provides.

### Invitation to Achievement Unlocked

We welcomed the invitation from NYCC to participate in the Achievement Unlocked programme as historic data showed we were not closing the gap for disadvantaged pupils, even though these numbers are small. Our Analysing School Performance (ASP) from last year shows that there was still a significant in-school gap between disadvantaged pupils and non-disadvantaged pupils, despite improving for Mathematics and Writing. The progress score for disadvantaged pupils was also significantly below national.

### First steps

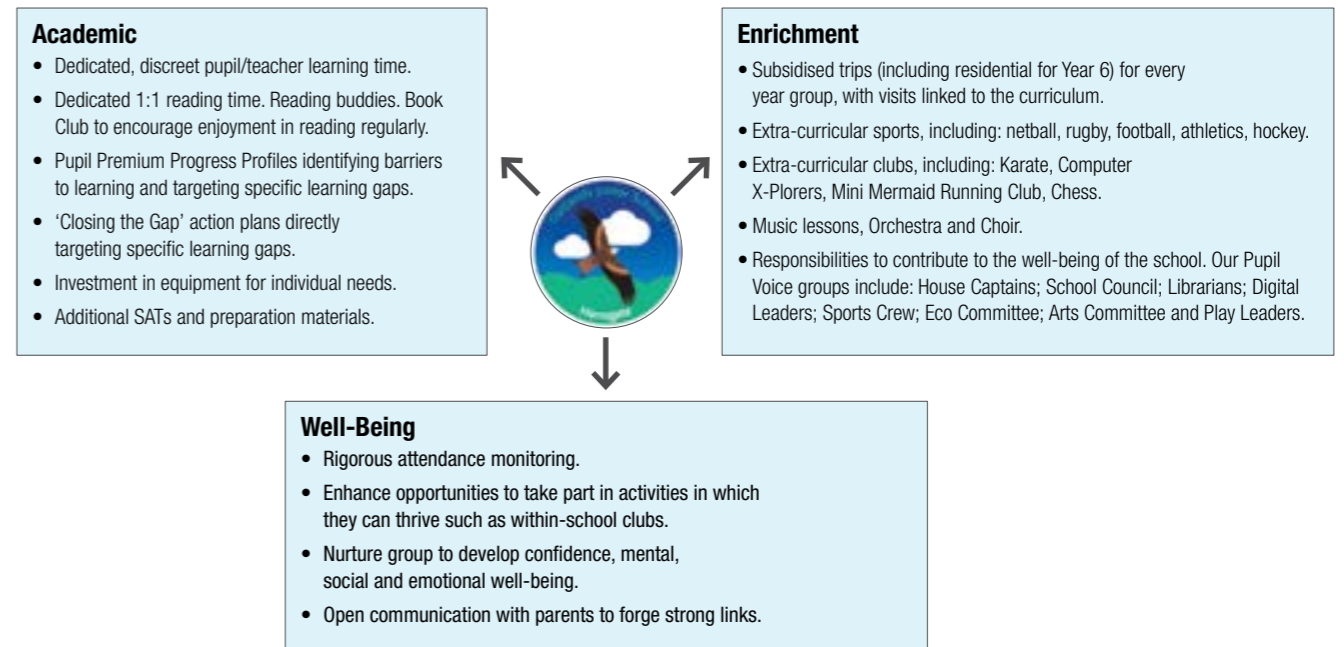
We have made disadvantaged pupils a priority action on our School Development Plan. We have worked in partnership with Highfield Primary School from Leeds, who have similar numbers of children who receive Pupil Premium funding and is a school in a similar socio-economic area, yet achieve significantly better outcomes for disadvantaged pupils. We have deliberately chosen Year 3 from both schools to work together as an action research project as it is a cohort which has the most disadvantaged pupils in both schools.

Assessment data or year 3: Disadvantaged Pupils - Autumn term					
	Below	WTS1	WTS2	WTS3	EXS
Reading	1 pupil 10%	4 pupils 40%	4 pupils 40%	1 pupil 10%	0
Writing	1 pupil 10%	4 pupils 40%	4 pupils 40%	1 pupil 10%	0
Maths	1 pupil 10%	4 pupils 40%	4 pupils 40%	1 pupil 10%	0

Assessment data or year 3: Disadvantaged Pupils - Spring term					
	Below	WTS1	WTS2	WTS3	EXS
Reading	1 pupil 10%	0 pupils 0%	4 pupils 40%	40 pupils 40%	1 pupil 10%
Writing	1 pupil 10%	2 pupils 20%	3 pupils 30%	30 pupils 30%	1 pupil 10%
Maths	1 pupil 10%	2 pupils 20%	3 pupils 30%	3 pupils 30%	1 pupil 10%

Assessment data or year 3: Disadvantaged Pupils - Spring term					
	Below	WTS1	WTS2	WTS3	EXS
Reading	1 pupil 10%	0 pupils 0%	0 pupils 0%	2 pupils 20%	7 pupils 70%
Writing	1 pupil 10%	0 pupils 0%	2 pupils 20%	1 pupil 10%	6 pupils 60%
Maths	1 pupil 10%	0 pupils 0%	2 pupils 20%	3 pupils 30%	4 pupils 40%

At Oatlands we take a holistic approach to children's physical, personal, social, emotional and spiritual well-being as well as cognitive aspects of learning. Each disadvantaged pupil has the provision they receive mapped to ensure they enjoy academic, enrichment and well-being opportunities to unlock their potential. This is how we do it:



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### Main Actions and Impact

#### 1. Collective Responsibility

- Everyone in school shares collective responsibility for all disadvantaged pupils, including Governors. In our recent Ofsted inspection, it was noted that *'Governors have a good understanding of the priorities in school, including disadvantaged pupils.'* We provide Governors with regular updates on pupils' progress that they question at committee and full governing body meetings. All class teachers have Inclusion Folders, Pupil Voice groups have been audited and Disadvantaged Pupils have been positively encouraged to take on these roles. There is a clear Disadvantaged Pupil focus in planning, subject leader actions plans and any monitoring of teaching and learning. All staff have whole school Disadvantaged Pupil registers so they are aware of all of the pupils in school.
- As suggested and encouraged by our partnership school Highfield Primary, this year we decided to stop setting children in Years 5 and 6, thus eradicating a 'ceiling' for abilities. We believe in a curriculum that provides 'challenge for all' and we teach 'to the top', no matter what the ability of the child. Ofsted noted that *'subsequent changes made have resulted in all pupils being carefully targeted to achieve the higher standards, not simply those who may have been in the 'top' set.'*

#### 2. Create a whole school Achievement Unlocked Action Plan

- We have identified child-specific initiatives designed to accelerate progress, raise attainment and 'close the gap' between disadvantaged pupils and other children in school. We have worked collaboratively with Highfield Primary School to improve outcomes for disadvantaged pupils, SEND and vulnerable children. Our curriculum has been reviewed. Disadvantaged pupils are targeted to join Book Club, Sport Numeracy and a specialist teacher from Harrogate Grammar School provides additional challenging lessons and enrichment opportunities.

#### 3. Create Closing the Gap class and cohort action plans

- Year group leaders have a sound overview of all the disadvantaged pupils and the strategies to support their needs are in the profile. Class teachers have same level of understanding for their classes.

#### 4. Develop individual Pupil Profiles for all Disadvantaged Pupils

- Pupil profiles ensure all teaching staff are aware of the needs and barriers to learning for disadvantaged pupils in their class. Each disadvantaged pupil has their provision personalised and celebrated as well as all aspects of their progress being monitored. This has ensured accountability from all teaching staff.

#### 5. Create a whole school Disadvantaged Pupil provision map

- All interventions and enrichment activities have been collated in one centralised document to ease monitoring. This has enabled the Governing Body to understand how the Pupil Premium Grant PPG has been spent.

#### 6. Leaders are given time to liaise, observe and collaborate with partnership school

- There has been a significant shift in pedagogy for all staff. One-to-one tuition additional to and explicitly linked with normal lessons has been adopted. This has been an opportunity for disadvantaged pupils in particular to utilise the undivided focus of the class teacher. In our recent Ofsted inspection, it is reported that *'Leaders in school are taking effective action in supporting disadvantaged pupils. As a result, from their starting points, disadvantaged pupils are currently making strong progress.'*
- The SENDCo is an ambassador for all the SEND, disadvantaged and vulnerable pupils at OJS. She has worked tirelessly to drive forward the disadvantaged pupil action plan, facilitated by the Achievement Unlocked programme. Ofsted commented that *'the SENDCo accurately monitors the progress of these pupils and takes quick action to address any underperformance.'*

- The role of TAs to provide additional support and intervention in the afternoon has changed. There has been a significant movement from providing interventions for pupils over a period of several weeks to responding to continuous Assessment for Learning, resulting in having more fluid groupings that is linked and supportive of current teaching and learning.



#### Next steps

Disadvantaged pupils will continue to be a focus on our School Development Plan for 2018-19. We are committed to increasing the life chances and provide an equality of opportunity for all our pupils.

Wendy McNerney,  
Assistant Headteacher and SENDCo



### Outwood Primary Academy Greystone, Ripon

#### Context

Outwood Primary Academy Greystone (OPAG) is located in the city of Ripon. NoR, 170 including Nursery, 17% SEND, 7%, EAL, 6% Service, 26% Pupil Premium. Overall attendance currently stands at 97%. There have been recent significant changes in Leadership which is now strong and stable and continues to drive forward positive changes. Immediate action has now been taken to improve teaching and outcomes for all learners with particular focus on disadvantaged pupils. On January 1st 2018, Greystone School officially converted to Outwood Primary Academy Greystone as part of the Outwood Grange Academies Trust.

#### Aims

Immediate priorities to raise aspirations and achievement for disadvantaged learners at OPAG were to improve through evidence based actions

- Behaviours for learning in all classrooms
- Children's strategies to learn effectively through Metacognition
- The impact of teaching assistants
- Relationships with 'hard to reach' parents
- Some pupils in receipt of Pupil Premium funding were making less than expected progress than others
- Appropriate additional challenge and support had to be implemented effectively and consistently
- Academy instability with staffing had had an adverse effect on the progress and attainment of disadvantaged learners
- Some disadvantaged learners were highlighted as having a high % of absenteeism with some, persistent

Following two staff Learning and Performance meetings, it became apparent that there were key features that disadvantaged learners at OPAG lacked:

- Confidence
- Resilience
- Positive social interaction
- Experiences beyond the immediate locality

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Action planning with all stakeholders on board was agreed, and informed our 'new vision' as an Academy.

### Key Actions

#### Maximising the Impact of Teaching Assistants (MITA) -

The most recent inspection report described support staff as 'passive' with 'little impact on learning'. A 'mind set' and culture shift was required immediately: interactions, interventions and behaviours needed to be wholly positive in order to address the aims. MITA has been fundamental in bringing about a positive cultural change in the Academy. Teaching Assistants (TAs) have time for improved liaison with staff with lesson plans e-mailed to them beforehand, they can engage in more effective dialogue with teachers about how they will support and assist children and contribute to assessment of learning. TAs are more confident in discussing children's attainment and progress with parents and carers and work with the teaching staff to write targeted intervention and action plans impacting on outcomes. TAs now feel part of a team under strong leadership and get opportunities to work with a range of children's ages and abilities. TAs in OPAG work in school much longer than their contracted time they reported that this is because they now feel more confident about their work, feel respected not only by teachers but also by the leadership team, parents and the children TAs now break down barriers to learning for our disadvantaged learners so that children can use strategies learnt through the Metacognition training. Interactions with pupils are positive, behaviours for learning are improved due to Emotion Coaching and relationships with parents and carers is much improved.

**Pupil Champions** - Improving behaviours for learning links with children's self-esteem and so we introduced our Pupil Champions. Every member of staff 'champions' two pupils every half term: Huge impact on our disadvantaged learners has helped build their confidence and strong relationships between children and staff. It has formed a family spirit and enabled children to feel comfortable and confident within their learning environment. This has ultimately had hugely positive outcomes on behaviour and progress. Adults in school provide praise and boost confidence from when the children come through the door. This is ensuring children have a positive experience of school from the onset and are aware that other adults in the school are

supportive of them.

'The impact we have made on these children, just by simply enjoying their company and letting the children know that they are important by consistently responding to their needs and by encouraging and acknowledging the children's efforts has made a huge difference to them.'

**Curriculum Provision** - Providing opportunities for disadvantaged learners beyond the classroom were of paramount importance – to give them an insight into life outside Ripon. These experiences included; a specialist PE teacher to provide a Multi-Sports Club for disadvantaged learners, and Art/ mindfulness workshops – felt, drumming and knitting One of the most effective however was through gaining accreditation as a School of Sanctuary Award'. Some of our disadvantaged learners wrote poetry about the plight of refugee and asylum seeking families which was made into a book by a local publisher, read out at the first Ripon Poetry Festival 2017 and then in the Palace of Westminster! The children had a life-changing experience travelling first class down to London and reading their poetry out in front of MPs.

**Parent/Carer Engagement** - A key focus due to the lack of engagement, the lack of importance school life had for our families and the 'fear' that coming into school held. Staff have engaged positively with all parents, but particularly those of disadvantaged learners, who now come into school to share their experiences and their skills and now see that the school values the contribution they make. We encouraged them to work collaboratively with staff to share their knowledge of their child's achievements and progress and to attend curriculum workshops. Our parents and carers are now in school sharing the learning experiences with their children whether this is an hour workshop or a curriculum celebration afternoon. Parent Consultation Evenings are now positive experiences where staff, parents/carers and children work together to discuss current learning and next steps.

### Impact

Significant work has been undertaken to secure greater high quality teaching with clear rationale for change based on strong evidence which has been shared and adopted by all staff.

### Outcomes

KS2 outcomes for Reading Writing and Mathematics were 24% in 2016 and 40% in 2017 with a prediction of 65% in 2018. 70% of disadvantaged learners will achieve national expectations at the end of Year 6, 75% of Year 2 expected to achieve age related expectation and 75% of Year 1 passing the phonics screening check.

Disadvantaged learners in Year 1 phonics examples of 'mark difference' from Autumn 1 to Summer 1 includes; 8 marks to 30, 1 mark to 29 and 10 to 36.

Disadvantaged learners in Year 2 examples of 'mark difference' from Autumn 1 to Summer 1 include; Maths – 4 to 29, 23 to 46 and Reading – 12 to 27 and 4-19.

Disadvantaged learners in Year 6 examples of 'mark difference' from Autumn 1 to Summer 1 include; Reading – 11 to 39, 29 to 41 and 9-21, Maths – 85 to 105, 77 to 97 and 53 to 86.

An increase of disadvantaged learner parental attendance at Parent Consultation Meetings from 53% in 2017 to 91% this year (2018).

An increase in attendance for disadvantaged learners:

% Attendance – Jan 2018						
Y1	Y2	Y3	Y4	Y5	Y6	All
85	89	93	98	88	95	92
% Attendance – May 2018						
95	100	100	99	94	98	98

*'I've already started to see our disadvantaged children smile as they see me approaching. I've even had the quiet child come over to speak to me during lunchtime, playtime (which never would have happened before this!).'*

**Midday Supervisor**

*'There has been an obvious impact on confidence both within lessons and around school.'*

**KS1 Support Staff**

*'A previous reluctant writer is now 'having a go' and gaining in confidence. This is lovely to see.'*

**KS2 Teacher**

*'All this work will develop a more rounded child with openness to learning, a greater sense of self-worth and confidence.'*

**Parent of Y2 child**

*'I am completely blown away - what quality! What passion and compassion! Such awareness and sensitivity and creativity, beautifully presented - truly inspirational!'*

**Ripon City of Sanctuary in response to the poetry book.**

*'Developing resilience in pupils is already having a positive effect on the ways in which they solve problems. Working together and reinforcing positive 'team spirit' cannot be underestimated in the classroom.'*

**PE Specialist Teacher**

*'I love school: I used to hate it but this year all the teachers and TAs help me and encourage me to do the best I can. I am so happy at school now and I want to come in everyday.'*

**Y5 Disadvantaged Learner.**

**Victoria Kirkman, Principal**



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### Risedale Sports and Community College

#### The Risedale Way

##### Issue

Concern with number of lesson removals; Low-level disruption picked up as a pattern on walkthroughs; focus of discussion at Middle leader forum Academic Board Meeting.

##### Action

Selected members of senior leadership team and teaching and learning team read 'When the Adults Change Everything Changes' by Paul Dix; Working Party set up to refresh behaviour policy; Wensleydale School collaboration; new approach launched at CPD March 2018; Home College Partnership Agreement renewed; all staff, parents and pupils issued with booklet 'The Risedale Way'; refreshed policy launched May 2018.

##### Impact

Month	Lesson Removals
January	80
February	142
March	209
April	49
May	50

##### Data

##### Issue

To ensure that staff are consistently using data to support progress.

To continue to close the gap of disadvantaged and SEN pupils.

##### Action

Intervention team established; Data lead/SENCo/Teaching Assistants (TAs). Weekly meetings.

Specific target intervention packages put in place.

Photo groups of pupils in staff room and top gap pupils circulated to staff.

##### Impact

Positive Student Voice, "This new intervention is really helping with my other subjects; we used to just do letter sounds".

Pupils making or exceeding Expected Progress

Group	Student Progress 1	Student Progress 2
Year 7 All	78%	81%
Year 7 SEND	73%	75%
Year 7 Service	79%	83%
Year 7 FSM Ever6	77%	80%
Year 8 All	79%	77%
Year 8 SEND	75%	75%
Year 8 Service	82%	81%
Year 8 FSM Ever6	72%	84%
Year 9 All	77%	81%
Year 9 SEND	78%	81%
Year 9 Service	78%	81%
Year 9 FSM Ever6	71%	74%

#### Maximising the Impact of Teaching Assistants (MITA) / Mixed Attainment

##### Issue

MITA: Small numbers of TAs. Historic assignment to faculty areas. Lack of rigour in checking impact.

MIXED ATTAINMENT: concern over lower attaining pupils (LAPs) and middle attaining pupils (MAPs) not making sufficient progress.

##### Action

MITA: TA strengths audited. Individuals allocated to specific interventions. E.g. Reading Intervention programme. TAs deployed based on data.

MIXED ATTAINMENT: Year 7 trial launched September 2017; staff trained on approaches; resources shared on The Source.

##### Impact

MITA: Reading Intervention data shown 4:3 ratio gain with 1 student and 12:6 ratio gain with another. 2 pupils - first full cohort through entire programme;

Student A started Burt Raw score 54 RA 8.07 - end of programme 112 with RA of 13.09 - Ratio gain above 4, data from Accelerated reader Sept 7.07, March 8.06, May 8.11

Pupils B started Burt Raw score 37 RA 7.3 - end of programme 53 RA 8.05 - Ratio gain above 4, Data from Accelerated Reader - September 6.10, Feb 7.10, March 8.09

Impact of extended writing intervention; pupils report that the new intervention is enabling them to access texts and approaches across the curriculum; confidence is higher and resilience clearer in their approach.

MIXED ATTAINMENT: Post-trial questionnaire and data sweep to evidence progress July 2018.

#### Quality First Teaching

##### Issue

Not enough clear and consistent focus on learners taking responsibility for their own progress; Gaps in attainment and progress with key groups; Staff dissatisfaction with HGaL as a way to show 'learning behaviours'.

##### Action

Teaching and Learning team re-wrote How Good a Learner (HGaL) and created WELLL (What Excellent Learning Looks Like). Statements trialled for 1 term; Staff reflection and updating of

statements; 19 statements reduced to 5; tutor time sessions on each statement; WELLL statements now align with The Risedale Way; Staff have had training on an 'ALWAYS' learner; central idea of challenge built in throughout the process.

##### Impact

All classrooms have a learning wall that includes WELLL; Learning walks now evidence discussion of learning behaviours more centrally; Teacher and pupils discussion has become more objective and focused on progress; pupils have become more reflective as learners.

Year Group	WELLL Student Progress 1	WELLL Student Progress 2
7	87%	73%
8	82%	85%
9	70	74%

#### The Hub

##### Issue

Improve transition of vulnerable pupils, In Year Fair Access, and Y6/7; to improve attendance (particularly persistent absence).

##### Action

Ministry of Defence (MOD) grant applied for; £58,000 awarded; Headteacher's House remodelled and rebranded as The Hub with student help; partnerships set up with P4P and First Story; Staff team established, new roles funded through grant.

##### Impact

Improved attendance of vulnerable pupils; improved links with primary schools and extended transition now embedded; extra capacity to allow THRIVE bespoke activities; links with Foxglove Covert.

Year	PP	Persistent	Persistent %	Overall	Absence	Date
15/16	184	27	14.67%	93.05%	6.95%	May Half Term
16/17	303	48	15.84%	93.80%	6.20%	May Half Term
17/18	351	49	13.96%	92.94%	7.06%	23 May 2018



## REPORTS FROM INDIVIDUAL SCHOOLS

### Creativity and Opportunity

#### Issue

Gaps in attainment, progress and opportunity for creativity with disadvantaged pupils.

#### Action

Created a successful bid to become part of First Story, a national charity creative writing project pairing schools with resident writers; pupils selected from Y8 and Y9; National Collaborative Outreach Programme (NCOP) funding used; writer in residence established; anthology of writing created; ARVON writing residential for 6 pupils and Summer residential for 1 student.

#### Impact

Positive Student Voice: "The week was fantastic, I loved every minute of it! I couldn't believe that while I was there I was told that I'd won the 100 word story competition. I was so pleased and shocked as well. I hope that in the future I might be able to write my own book, I'm already thinking about characters. Pre and Post project questionnaires will be completed and SP data interrogated to research a positive link with progress across subjects".

### GREAAT Conversations (Goals; Resilience; Effort; Attitude; Attendance; Tools)

#### Issue

Role of form tutor needed re-visiting; wanted to create an identity of a school 'family'; a need for a closer pastoral/academic bridge to increase aspiration, reduce not in education, employment or training (NEET) and improve progress.

#### Action

Staff training and tutor guide produced; GREAAT conversations added to learning wall; Student progress tracking re-designed to enable record of conversations and targets to be added.

#### Impact

Achievement Unlocked Review identified conversation not consistently taking place. Walkthrough and student voice now evidences that this is now happening and pupils are starting to value the conversations.

**Sarah Matthewman, Assistant Principal**

**Sally Zaranko, Assistant Principal**

### Rossett School, Harrogate



#### Context

Rossett School is a large 11-18 academy serving the communities of Harrogate and Leeds. The disadvantaged cohort stands at 14%, but varies in size and prior attainment range by year. Until now, the main focus for work with disadvantaged pupils has been 'quality first' teaching.

#### Actions, enquiry and rationale

- To remove academic setting in GCSE English Language and Literature. Evidence shows: "setting or streaming appears to benefit higher attaining pupils and be detrimental to the learning of mid-range and lower attaining learners. On average, it does not appear to be an effective strategy for raising the attainment of disadvantaged pupils, who are more likely to be assigned to lower groups." (Education Endowment Foundation (EEF)).

In 2017 English outcomes at KS4 had the lowest progress for our disadvantaged pupils (-0.53). The English Faculty traditionally set by prior attainment, which can be a poor proxy for disadvantaged pupils' potential. We also could see from our in-school monitoring that small 'bottom' sets, were compounding poor behavior and failing to give pupils positive role models, particularly in oracy. Lesson observations were characterised by higher levels of teacher input and less student discussion.

- To focus on 'quality first' teaching through the Collaborative Research Communities (CRCs). Rossett has an excellent model of research-informed CPD, but we knew this needed to be closely aligned with impact on disadvantaged pupils. The strands this year include: metacognition, testing for exam preparation and feedback. Feedback and metacognition have high evidence strength for success (EEF). Best practice from Inspection highlights: "Prioritising consistently good and outstanding teaching as the first point of intervention for disadvantaged pupils" (The Pupil Premium: what OFSTED looks at). Therefore, we tailored our CRC programme to include a lesson study activity, whereby the peer teacher observing the lesson would focus on the impact of strategies in the lesson on disadvantaged pupils.

- To implement an extended KS2/KS3 transition. Best practice from Inspection identifies a common strength in provision as "strategic planning at points of transition" ('The Pupil Premium: what OFSTED looks at'). We therefore have added an extra transition day that will focus on enriching cultural capital and will sensitively invite pupils who would not normally participate in the Arts. We also piloted transition projects this term with two feeder primaries. Insert Rossett photo Transition reading project with local primary

#### Monitoring and Evaluation

- English: we collected progress data for year 10, this enabled us to analyse three data collection points, two before attainment set changes and one after.
- Quality first teaching: we conducted a 'baseline' (December) and 'impact' (March) student voice survey with Yr 11 disadvantaged pupils that collected both quantitative and qualitative data on the impact of teaching and learning strategies.
- This is still in progress and we will complete a student voice activity on completion of all activities and monitor the same pupils again in September.

#### Impact

##### 1. English

The progress data highlights that disadvantaged pupils are benefiting from the change to mixed attainment teaching (-0.07 progress residual against target grade) compared to the overall progress for other pupils, which has decreased slightly by -0.1 since the start of the year. However, this trajectory is in line with the historical trend of all pupils' attainment, gradually decreasing as more assessment data becomes available (the current landscape of specification changes, as exemplified in statistical analysis – the 'saw tooth' affect – makes accurate forecasting at this point in time a challenge). We are also aware that these current figures represent the early stages of a quite radical transition in our setting policy and therefore the full impact cannot be seen at this point. The trend for disadvantaged student progress however looks stable both, before and after set changes. The data provides promising initial evidence that larger more mixed attainment groups, rather than smaller sets

grouped by attainment, where disadvantaged pupils are typically more likely to be placed in the lower attaining groups, are better supporting the progress of disadvantaged pupils.

In addition, the behaviour statistics show that whilst there has been a slight increase in logged incidents for other pupils, there has been a slight decrease for disadvantaged pupils. Initially, there appears to be a positive impact on disadvantaged pupils' engagement evidenced in lesson walk-throughs, which in time should lead to further progress.

##### 2. 'Quality first teaching'

##### Y11 Disadvantaged Student voice

How confident do you feel about achieving your target grade?				
Answer Choices	Baseline		March 2018	
	Response Percent (%)	Cumulative (%)	Response Percent (%)	Cumulative (%)
Extremely confident	0	0	4.76	4.76
Very confident	15.38	15.38	4.76	9.52
Somewhat confident	69.23	84.61	61.9	71.42
Not so confident	15.38	99.99	28.57	99.99
Not at all confident	0		0	

Analysing cumulative figures, disadvantaged student confidence has increased since the baseline survey with more pupils feeling extremely confident that they will meet their target.

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Which of these methods do you use in order to prepare for assessments/tests?			
	Baseline	March 2018	
	Response Percent (%)	Response Percent (%)	
Answer Choices			
Self testing	11.54	15.79	
Flash cards	23.08	15.79	
Responding to feedback from your teacher/DIRT activities	3.85	0	
Completing practice questions/papers	11.54	26.32	
Creating mind maps/summary sheets	11.54	15.79	
Self assessment of your work against success/exam criteria	0	0	
Answering questions using your memory	7.69	0	
Writing questions and using them to self test	3.85	0	
Writing out facts from memory	7.69	0	
Reading your revision guide	7.69	10.53	
I do not prepare for exams/assessments	11.54	5.26	
Dual code (add images/diagrams to revision notes)	0	0	
Other (please specify)	0	10.53	

Disadvantaged pupils have refined revision, focusing more on effective strategies. This is a direct effect of the strategies focussed on in CRC sessions.

### Wider learning

Middle leaders have now begun to explore specific curriculum barriers for disadvantaged pupils and how these vary for each cohort and student. We are also looking more carefully at how we track impact on disadvantaged pupils and implementing strategies that diminish the difference, not just raise attainment for all. We are also planning more widespread training on oracy for next year's CRCs.

### Sources of supporting evidence

We have used the first North Yorkshire Achievement Unlocked report to inform our long-term planning, particularly on oracy and setting. We have also used the EEF Toolkit to ensure our actions are evidence informed actions.

**Pauline Brown, Assistant Headteacher, Sarah Daly, Associate Assistant Headteacher**



## St Cuthbert's Church of England Primary School, Pateley Bridge



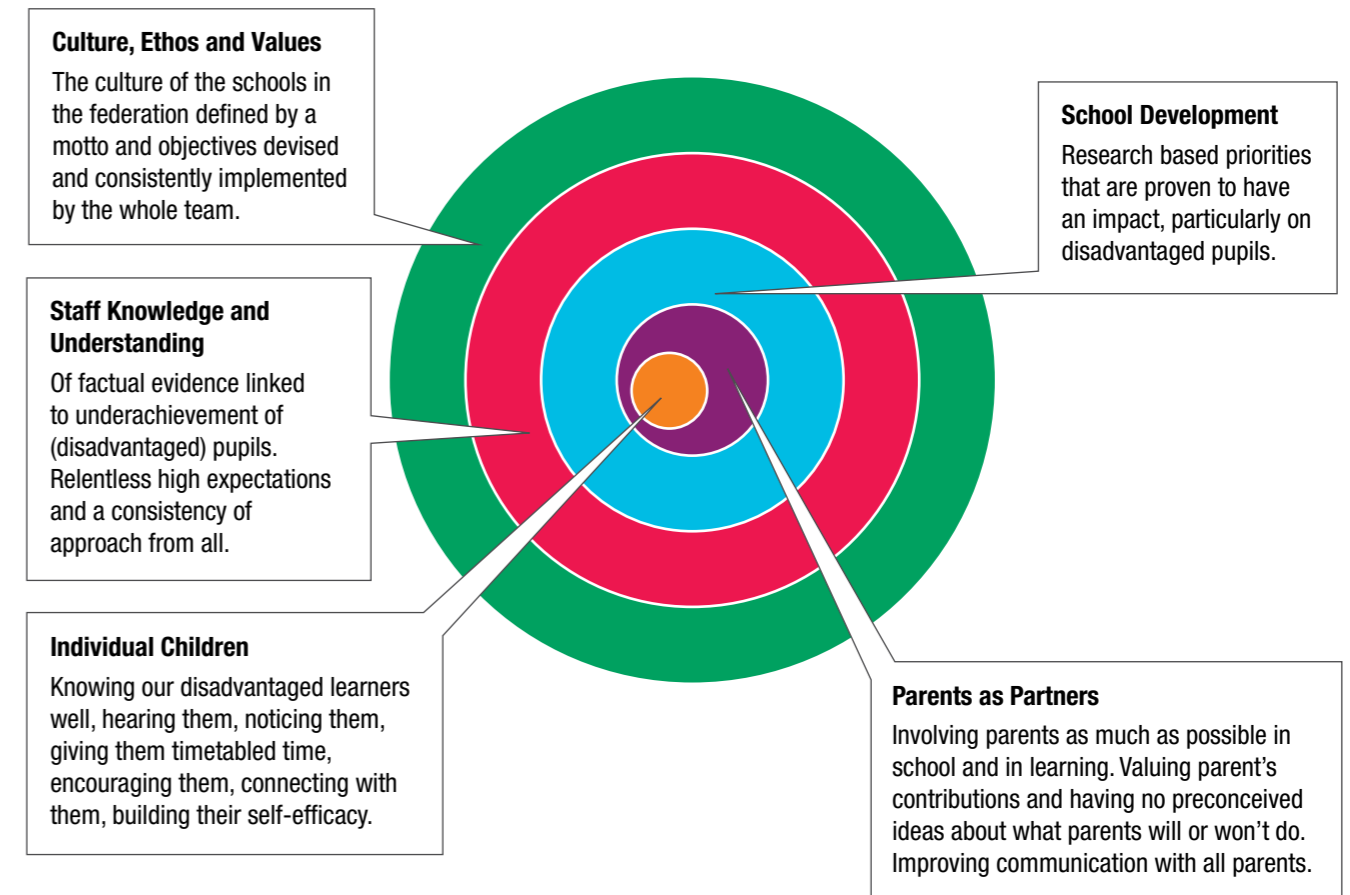
Number on roll: 86

Proportion of disadvantaged pupils: 28%

### Context

Embarking upon the Achievement Unlocked programme came at the perfect time for our school. I was one term into being the new Headteacher of both St Cuthbert's and Fountains Earth C of E Primary Schools and we were in the process of formally federating after two years of collaboration. The staff in both schools knew each individual and their families extremely well – this knowledge was useful in some instances but also led unintentionally to limiting beliefs and limiting language about the capabilities of some children. Initially we believed that Achievement Unlocked would facilitate a focus on the provision we made for our disadvantaged pupils, help us to better understand their barriers to learning and how we should spend the money. We very quickly realised it would offer us much more than that!

The diagram below encapsulates the 5 strands of our Achievement Unlocked work and how they interlink – with the individual children at the centre of everything. This was the basis for our new Pupil Premium strategy which is available on our website [www.st-cuthberts.n-yorks.sch.uk](http://www.st-cuthberts.n-yorks.sch.uk)



## REPORTS FROM INDIVIDUAL SCHOOLS

### A spotlight on Culture, Ethos and Values

Staff and Governors were committed to the process of re-defining exactly what our federation approach would be for providing the very best for all of our pupils and for ensuring consistency across and within the schools. We knew that getting this right in all aspects of school life would have an impact on all children but particularly disadvantaged pupils. We used training days, E mail consultation, our parent face book group and class time to think carefully about what was important to us and how we would live this out relentlessly. We finally decided upon our motto – learning and growing together and two statements (objectives) for each which would underpin everything.

Our Learning and Growing Together mural designed and created by one of our parents who accepted the challenge!



Bringing our objectives to life was done in many ways:

- Displays in prominent places
- Photographs of examples of our children living out the objectives
- Linking each objective to our Christian Values
- Discussing where we were strong / had further work to do to be the best we could be as a school
- Ensuring School Improvement was intrinsically linked to our objectives
- Visuals on the website and shared with parents
- Weekly 'staff share' a newsletter for staff in both schools to celebrate the work directly linked to our objectives across the federation and to provide reminders of times when we need more focus.

### Impact

Staff understanding the importance of removing limiting language / limiting beliefs has had the greatest impact. We are 'Learning and Growing Together'.

For some of our disadvantaged children there has been a marked difference in their engagement in school. An example of this three of our older female pupils asking to lead lunchtime clubs in areas of specific interest to them. Their confidence and self-belief has grown resulting in them wanting to share with others. 'We learn to make responsible choices and become independent'.

School improvement work on Growth Mindset linked to 'We encourage and embrace challenge' is having impact on how the children talk about learning.

What are the things that help you learn? 'Myself and my motivation' 'problem solving' 'listening' 'persevering' 'when the teacher has explained well'.

School improvement work on vocabulary linked to 'We develop a lifelong love of learning' is having an impact on the words that children understand, know and now use. During our monitoring visit disadvantaged children confidently taught our visitors words that they had learnt and their meanings.

Staff are continually finding 'the key that unlocks the door to learning' for some of our disadvantaged children. One boy was adamant he didn't like reading. After several failed attempts, Mr Gum was finally the text that led to the spontaneous cry 'I really like reading now'.

The smallest gestures can have the biggest impact – Linked to 'we nurture and care for each other' the simple suggestion to one boy that I might watch him in his first cricket match has led to him joining the local cricket team – along with a huge amount of encouragement from his friends. He will make the team and I will watch. It will happen.

Whilst outcomes data for disadvantaged children is still mixed overall, 92% of disadvantaged children who have attended St Cuthbert's for over 2 years are on track to achieve age related expectations in reading. 77% in writing and 85% in maths.

### Future challenges and next steps. . . .

Monitoring shows that there is a growing gender divide between the attitudes towards learning of our disadvantaged girls and our disadvantaged boys. We have work to do with our boys. . .

45% of our current disadvantaged pupils across the school have been new to school since September 2017. Our induction into school of these children needs to be better to ensure we get it right . . . from the start.

**Lynette Brammah, Executive Headteacher**

### Sutton in Craven Community Primary School

Sutton in Craven Community Primary School: Learning Conversations



### Context

Sutton in Craven CP has approximately 200 pupils on roll, 21 disadvantaged children with a mix of 9 FSM, 7 Ever6 FSM, 4 PAC and one service child, this amounts to approximately 10% of the school population. Our disadvantaged pupils have a broad spectrum of needs and some struggle to make expected progress.

### Rationale

Prior to starting the Achievement Unlocked programme we spent time considering the needs of our disadvantaged children to ensure they were making accelerated progress. We established that our disadvantaged children have a wide range of barriers to learning and therefore we needed an individualised approach.

Reading was a priority in our School Development Plan after the data at the end of last year showed a dip in progress for all key stages.

In 2014 we were involved in a North Yorkshire closing the gap project called 'Learning Conversations' that was very successful. It consisted of regular meetings with parents and Y6 pupils with a focus on supporting reading. We saw an improvement in reading data but the unexpected 'soft impact' of the programme was incredibly powerful for our children. As part of the Achievement Unlocked programme we decided to use

## REPORTS FROM INDIVIDUAL SCHOOLS

this model to help raise standards in reading as well as addressing the individual needs of our disadvantaged children and engaging parents in their learning.

### Actions

First the Headteacher, Deputy Head and the Pupil Premium Champion met to discuss the way ahead. A named Governor was also identified.

We felt it was important to ensure continuity throughout the process and having a member of staff who was not their pupils' class teacher involved also added weight to the importance of the meetings and we assigned families accordingly. This was done thoughtfully and based on existing relationships. We agreed to meet the parents and pupils half termly and work through the Learning Conversation approach with a focus on reading. We extended the learning conversations to all disadvantaged pupils and their families across the school Reception to Year 6.

The initial meeting was to explain the project and hear the views of those involved; a chance to explore the things that were going well in school and the pupils' thoughts about reading. The meetings were not solely focussed on reading and included pupils' outside interests and feelings about school. A key question used was, "If a miracle happened overnight, everything was ok and your worries were no longer there, how would you know? What would you see that is different?" Asking such an open question gave opportunity to explore any of the pupils' or parents' concerns in depth and offer support where needed.

Meetings were held half termly, often out of school time to accommodate working parents, and included setting short term targets which were reviewed at the next meeting.

Each meeting was guided by the Learning Conversation questions and this proved to be a good framework to use. It encouraged forward thinking and staff were able to develop a better understanding of the pupils' opinions, strengths and weaknesses.

As well as having a focus on reading we decided to include some discussion around extra-curricular provision to ensure pupils have the opportunity to access a wide range of activities.

Meeting records were useful to ensure continuity and progress. As reading was our focus we made a decision to buy each child a book of their choice and this helped engage and enthuse pupils in the project.

### Monitoring, data and impact

Monitoring of reading and writing progress data shows a significant improvement over 2 terms and will be re-evaluated at the end of the year.

Reading	% at ARE in Sept		% at ARE in May		% making exp+ progress since Sept	
	disadv	non disadv	disadv	non disadv	disadv	non disadv
Number of disadv/non disadv pupils						
EYFS 4/25	25%	52%	50%	72%	75%	60%
KS1 3/56	67%	86%	67%	82%	67%	63%
KS2 14/97	69%	82%	77%	86%	100%	90%

Writing	% at ARE in Sept		% at ARE in May		% making exp+ progress since Sept	
	disadv	non disadv	disadv	non disadv	disadv	non disadv
Number of disadv/non disadv pupils						
EYFS 4/25	25%	68%	50%	72%	50%	44%
KS1 3/56	67%	80%	67%	79%	100%	65%
KS2 14/97	77%	79%	77%	81%	92%	90%

Throughout the year, it has become evident that the learning conversations have had a positive impact on the children and some parents in ways that are difficult to measure. For many of our disadvantaged children we have seen an improvement in:

- Self Confidence/Self esteem
- Attendance
- Attitude to learning
- Behaviour
- Relationships
- Access to extra-curricular clubs

We have also observed some of our parents having improved:

- Self confidence
- Communication skills
- Engagement with school
- Attitude towards their child's learning

In many cases, these have been unexpected and most powerful in the journey the children and parents have taken.

The regular, positive meetings with a key member of staff have increased engagement for some of our parents. This has led to increased self confidence and improved attitude, where their own school experiences had previously been negative. This is also having a positive impact on their children who are now showing increased resilience, confidence and a much better attitude towards their learning.

Through setting short term targets and providing resources to support early reading and writing, we are seeing parents feeling more confident at supporting their child at home and are beginning to close the gaps, particularly with speaking and understanding. During the programme we have seen many of our disadvantaged children reigniting their enthusiasm for reading.

### Evaluation and Next Steps

We feel that the project we have undertaken has had a really positive effect on the pupils involved. The impact has been seen in developing parental relationships; changing the self-esteem of pupils; engaging pupils in their reading; making sure pupils know they are valued and providing them with enrichment opportunities.

We believe that a large reason for the success of the project was that it was an integral part of our school's drive for improvement in reading. The many other elements in school that supported this, such as library development, the value given to reading for pleasure and the higher profile of reading across school, have enhanced the project and have led to better outcomes for our disadvantaged pupils in a host of different ways.

Going forward we are keen to build on the relationships developed. We will also focus on making new relationships with families in EYFS and KS1 as these have proved to be key areas in school that can have a significant impact for future learning.

Jill Fletcher, Deputy Headteacher

## Willow Tree Community Primary School, Harrogate

Willow Tree Community Primary is a large primary school (just under 600 children) in Harrogate. There are



currently 146 children on our Pupil Premium Register, about 25% of the school roll. A similar proportion of children are on the inclusion register and we have 25 different languages spoken in school.

Our decision to be involved with Achievement Unlocked followed a full evaluation of our Pupil Premium Strategy. We already had many things in place: Pupil Premium Passports, interventions and boosters of many kinds. However, we still had a core of pupils who struggled to make appropriate progress in spite of the things we had in place.

At the end of 2016-2017 the data was analysed again using the Venn Diagram model we had used for several years. We mapped on who was achieving the Fischer Family Trust (FFT) FFT20 and FFT5 targets. Many children were achieving these targets by the end of Year 2 or Year 6, but the few who weren't were those in the centre of the diagram, Pupil Premium, Special Educational Needs and Disabilities (SEND) and vulnerability: social care issues, attendance, young carers, parents mental health issues, etc. Clearly the strategies we had been using and that worked for many children were not working for these children.



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An in-depth analysis followed and three strands were identified that had not been investigated in the past.

1. Attendance
2. The development of metacognition through questioning
3. The development of teaching assistants (TAs)

As part of our continuing professional development (CPD) we took the opportunity to develop the Leadership Capacity within our large staff and three teachers, formed our Achievement Unlocked Team and each took a strand to work with.

### Attendance

One easily identifiable feature of the target children was poor attendance. As a school we have a well developed attendance strategy including rewards for the whole school, but these children and their families needed a more personal approach. Initially trends over time were analysed, the teacher leading the project did pupil interviews with each child trying to establish issues from their view point and then met with the parents to explain in an informal way (the formal had failed long ago) why it was important to be in school. In her target group were eight families although a 9th is now included having referred herself to the teacher!

The project she has developed is very individualised. For some families she has set up a system of early morning phone calls, for others she has been working with family members to support parents in getting the child to school. For some children just going out of the way to notice they are in school has been successful but for others working with outside agencies to support attendance has been needed. Figures are analysed monthly and congratulatory phone calls or texts sent to the families who have made improvements. The teacher is fantastic at touching base with parents really regularly and we have seen some dramatic improvements. Seven of the nine families have moved out of the Persistent Absentee percentages including 100% attendance certificates for 2 children whose attendance for each of the last 3 years has been below 80%.

In terms of resource this is an expensive approach and relies for much of its success on the personality of the teacher involved. However, the principles of what has been developed will be rolled out to all staff from September 2018, involving all teachers with the initial pupil interview and talking to parents phase.

### Metacognition

To work within a programme or not? This was the question we asked ourselves when looking at how we could further develop metacognitive strategies for all pupils but clearly tackling the most vulnerable children identified on our Venn Diagrams. The children in the centre section do all struggle with learning, miss lessons because they aren't in school and lack resilience because of these factors. We decided a programme of lessons such as the ReflectED approach, whilst having benefits in its own right, might be less likely to have an impact on children who might miss the specific sessions because of absence. We therefore tried to look for a different approach.

Research conducted at our school over a three year period 'Investigating Factors Which Promote Metacognitive Development In Early Years Children' showed clearly that it is the teacher's language in the classroom which has the most beneficial and long lasting effect on the development of the concepts around learning.

Therefore, our focus was on changing the language around learning used by teachers. One of our Year 6 teachers took the lead in this project and focussed on really practical suggestions for getting the language to develop metacognition into every Maths lesson in every class. She worked to help staff recognise how a very small change in language use, can yield some very big changes. As an example the phrase 'Come and do a Special Job with me' had been heard in Foundation Stage 2 when children were being asked to come and work at, for example, a small group Mathematics activity with their teacher. The children could not associate this with learning simply because the word 'learn' was not used. They therefore did not have the language to explain the concept 'learn', whether they understood it or not. Once everyone started to use different focussed language in the classroom, it became much clearer how children understood about learning and metacognitive skills could be developed.



Our focus has been around questioning, particularly in Maths lessons, and in developing learning thoughts. This has focused on developing the children's skills in talking about learning. Analysing the Mathematics data for the disadvantaged group for Year 6 in 2017-18, the data shows an increase in Mathematics at expected or above of 33% over 2016-17. However even more importantly the evidence is very clear when talking to our Year 6 children about their own learning and reading their learning thoughts – what a distance we have travelled.

### Maximising the Impact of Teaching Assistants (MITA)

The final question we asked ourselves about the children in the centre of the Venn Diagram was about the impact of teaching assistants (TAs). Inevitably they had significant input in the form of one-to-one support, interventions, small group support in lessons, etc. but it simply wasn't making the amount of difference it did for some other children. Having evaluated interventions in the last year it became clear that up-skilling and changing the ways TAs work was the next step. MITA has offered us a framework to do this in. Along with some ideas we brought back from our Study Visit to London we have set out on what will probably be a three year project to refocus our support staff workforce to ensure they can offer everything we need in helping to develop a level of independence and resilience amongst the children.

### So where now?

We have been lucky enough to be part of the NYCC London Study Visit, as part of the Achievement Unlocked programme, and this has given us an opportunity to step back and look, in conjunction with some professionals from other schools, at what we do and what other strategies might be successful. At Willow Tree we have decided that the Co-operative Learning approach (and more specifically the Kagan model) which we had seen in London having an amazing impact, was the approach we wanted to take. This offers opportunities to continue to develop metacognitive strategies, independence and will involve all of the children very actively in every lesson. We have the first Kagan Training session for staff at the beginning of June - our journey continues.....

**Helen Davey, Headteacher**

## REPORTS FROM INDIVIDUAL SCHOOLS

### Woodfield Community Primary School, Harrogate

#### School context

Woodfield Community Primary School, Harrogate is a smaller than average-sized, one form entry primary school with a combined Nursery and Reception class, a single Year 1, mixed Year 3/4, mixed 4/5 and a mixed 5/6 class.

The proportion of pupils known to be eligible for the Pupil Premium is above average at approximately 40%. Most pupils are of White British heritage. The proportion of pupils from minority ethnic groups is below the national average as well as the proportion of pupils who speak English as an additional language however both are increasing. The proportion of pupils with special educational needs or disability is broadly in line with the national average as are those identified for additional support or with an education, health and care plan.

Following the visit from Marc Rowland, two key foci within the Achievement Unlocked programme were prioritised for our school's development:

- Maximising the Impact of Teaching Assistants (MITA)
- Developing a whole school approach to developing pupils' spoken language and vocabulary

#### Maximising the Impact of Teaching Assistants (MITA)

The Headteacher and the Achievement Unlocked leader both attended all 3 MITA training sessions. All teaching assistants (TAs), along with the Headteacher and the Achievement Unlocked leader, attended the full day Maximising the Practice of Teaching assistants (MAPTA) training programme. Due to unforeseen circumstances, the follow up session, along with the teacher training session, have been postponed however they are still scheduled to go ahead in the near future. Following the teacher training, we will be looking closely at the deployment of TAs within the classroom.

Following the work from both the MITA and MAPTA training, the following changes have been implemented.

A skills audit was carried out with TAs to identify which high impact interventions staff have already been trained in, to ensure we were utilising their skills effectively. The school's timetable has been rationalised to provide greater opportunities for TAs to deliver interventions and

to ensure all TAs are back in the classroom at the start of the afternoon session, where previously some were not back from lunch until 1:30pm. Additionally, we are currently trialling pre-school interventions which, staffing dependent, we intend to roll out next September as we feel the impact has been beneficial. Also, as the sessions are carried out before school, this allows TAs to be deployed as needed in the classroom, giving pupils greater access to quality first teaching rather than being pulled out of class for interventions during teaching time. Following the skills audit, some TAs have been redeployed to deliver these interventions to target groups across school with a high focus on pupils in receipt of Pupil Premium.

One such intervention was the NY 'Reading Intervention' which was being trialled (upon the advice given by Marc Rowland to trial new interventions before rolling them out across school) for 4, Year 3 disadvantaged pupils.



	Weeks of 1:1 sessions	Months gained in reading	Ratio Gain
Pupil 1	12	17	5.6 (remarkable impact)
Pupil 2	8	8	4 (substantial impact)
Pupil 3	11	4	1.45 (modest impact)*
Pupil 4	8	4	2 (useful impact)

\*Studies have shown that in cases of dyslexia (pupil 3 is currently under a referral) the achievement ratio gains of 1.00 or greater represents substantial progress

The newly appointed Headteacher for September, 2018 will now be able to review the data and decide whether the impact of this intervention is significant enough to be rolled out with other pupils next year, finances and staffing dependent.

First Class @ Number has also been implemented and due to its current positive impact on the trial group, it has been implemented in another class.

The MAPTA training has provided our TAs with a greater understanding and awareness of strategies to support independent learning within classrooms. Following the Achievement Unlocked leader's observations of TA's interventions, there was a noticeable improvement in the way in which TAs were questioning and scaffolding the pupils which was really pleasing and promising to see. We intend to continue to build on this.

#### Language and Vocabulary

During Marc Rowland's classroom visits, several missed opportunities for language development were identified. As a result of this, a whole school approach to developing pupils' language and vocabulary was introduced and is currently being implemented and evaluated.

The English subject leader and the Achievement Unlocked leader have worked closely on this aspect and local authority training has been attended. Staff meetings have been delivered back in school to all staff to ensure there is a consistent whole school approach to this.

An analysis of pupil responses in class over a typical morning have been taken to record the frequency of responses which were single word or not in full sentences. All staff are now focusing on pupils' responses and encouraging them to re-model answers into full sentences wherever possible within lessons, and in general interactions around school. Preliminary follow ups have shown an increase in the number of full sentence responses. This is still ongoing. When asked, the pupils were aware of what the staff are encouraging them to do and why this is important.

All classes are now collating and discussing key vocabulary which arises from class novels, topic work, guided reading text etc. Vocabulary trees are prominently displayed within classrooms to record this on-going work. Children are keen to add new words to this and often comment when they come across a word that is already on their tree.

The vocabulary and language work is at an early stage but is anticipated to have an impact in the longer term through the tracking of pupils' progress in core subjects.

**Ruth Peacock, Achievement Unlocked Lead**

## SELF EVALUATION TEMPLATE

Briefly describe your Pupil Premium strategy.  
Three to four bullets, no more than 15 words per bullet

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

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

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

What are the trends /patterns in the attendance of disadvantaged learners? Are there any strengths/weaknesses to be aware of? 50 words maximum

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

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

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

If you are ability grouping, are there any patterns in the analysis of which groups disadvantaged pupils are represented in? 50 words maximum

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

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

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

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

## EDUCATION ENDOWMENT FOUNDATION (EEF) IMPLEMENTATION PROCESS



### School Implementation Process

A School's Guide to Implementation

Foundations for good implementation

- ✓ Treat implementation as a process, not an event. Plan and execute it in stages.
- ✓ Create a leadership environment and school climate that is conducive to good implementation.

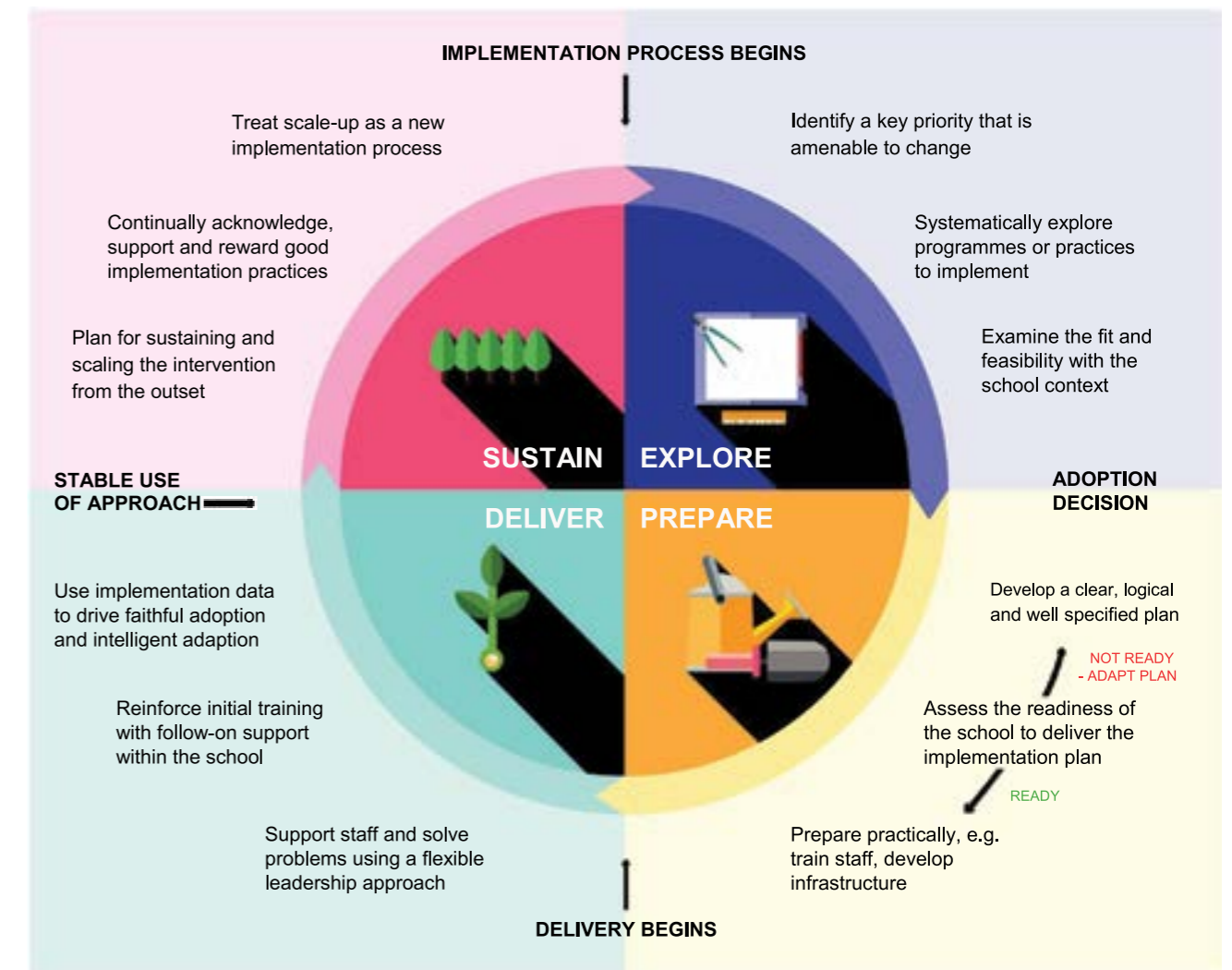


Figure 1: Implementation can be described as a series of stages relating to thinking about, preparing for, delivering, and sustaining change.

For more information, videos and supporting resources, please visit:  
<https://educationendowmentfoundation.org.uk>

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## FURTHER REFERENCES AND READING

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Putting Evidence to work – a school's guide to implementation:  
[educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/](http://educationendowmentfoundation.org.uk/tools/guidance-reports/a-schools-guide-to-implementation/)

Preparing for Literacy  
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[munews.missouri.edu/news-releases/2017/0220-pupils-more-likely-to-succeed-if-teachers-have-positive-perceptions-of-parents/](http://munews.missouri.edu/news-releases/2017/0220-pupils-more-likely-to-succeed-if-teachers-have-positive-perceptions-of-parents/)

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