

Ocker Hill Academy

Pupil Premium Report 2016-2017

Using The Sutton Trust 'Toolkit of Strategies to Improve Learning (Summary for schools spending the Pupil Premium)' By Professor Steve Higgins Durham University, Dimitra Kokotsaki and Professor Robert Coe CEM Centre, Durham University

The Leadership Team allocated pupil premium funding in the following way.

Back ground research

In reading the report the Leadership Team realised that

'Investing for better learning, or spending so as to improve learning, is therefore not easy, particularly when the specific aim is to support disadvantaged learners whose educational trajectories are harder to influence. Much depends on the context, the school, the teachers (their levels of knowledge and experience), the learners (their level of attainment and their social background) and the educational outcomes that you want to improve (knowledge, skills or dispositions).'

(Higgins, Kokotsaki and Coe 2011)

This statement showed the difficulty in judging impact on overall learning for 'disadvantaged learners' but the toolkit gave indications of the most effective and best value strategies. The following strategies fulfilled the need to show the most impact and maximise the funding allocation. The Leadership Team ensured that the impact of the funding was monitored termly through the procedures and processes developed by the academy. This was then reported back to the governors would be able to ask questions of the Leadership Team regarding the effectiveness of how the Pupil Premium allocation was used.

Effective feedback

Black and Wiliam (1998), in developing Assessment for Learning (AfL), emphasised the use of feedback to close the gap on current performance relative to a desired goal or outcome, and highlighted the importance of the student in identifying the gap and acting on the information (see also Metacognition and self-regulation strategies).

Average Impact: +9 months

Strength of research: 3

(Higgins, Kokotsaki and Coe 2011)

Meta-cognition and self-regulation strategies

Meta-cognitive strategies are teaching approaches which make learners' thinking about learning more explicit in the classroom (Higgins et al., 2005). This is usually through teaching pupils various strategies to plan, monitor and evaluate their own learning (Haller et al., 1988). It is usually more effective in small groups so learners can support each other and make their thinking explicit through discussion (Higgins et al., 2005). Self-regulation (Dignath et al., 2008) refers to managing one's own motivation towards learning as well as the more cognitive aspects of thinking and reasoning. These approaches tend to have a consistent beneficial impact on learning outcomes both in terms of cognitive measures as well as curriculum outcomes (Higgins et al., 2005; Klauer & Phye, 2008).

Unusually, such approaches also appear to benefit low attaining pupils more than high achievers (Chiu, 1998), though this may be because the focus of the programme or approach did not extend high achievers' existing learning strategies.

Average Impact: +8 months

Strength of research: 4

(Higgins, Kokotsaki and Coe 2011)

The Teaching & Learning Team allocated part of the Pupil Premium fund towards developing effective feedback and meta-cognitive and self-regulation strategies as indicated in the National Standards AfL materials (formative assessment). This was in addition to intervention strategies and support which maximise the effectiveness of this training.

(Dylan Wiliam (2002) 'estimated the cost of a formative assessment project with an effect size of 0.32 on pupil attainment was about £2000 *per teacher* per year.)

Funding for Pupil Premium for 2014-2015 **£80,600**

Funding for Pupil Premium for 2015-2016 **£87,120**

Funding for Pupil Premium for 2016-2017 **£110,880**

Use of funding 2016-2017	Cost
Activities	
2x Pupil Premium TLR2 Teachers (0.6 & 0.4 FTE) Role will include: <ul style="list-style-type: none"> • Team teaching • 1 to 1 and small group sessions • Training of all staff 	£60,240
Provide opportunities for extra-curricular activities	£6,000
Intervention Strategies including: <ol style="list-style-type: none"> 1. Enable plus 2. Sound Discovery 	£10,000
Yr6 Booster sessions	£1,800
Booster Resources	£1,500
Supply cover for releasing of staff to deliver sessions	£4,500
Learning Mentor sessions	£17,000
Learning Mentor resources	£3,000
School Attendance Improvement Officer	£7,000
Total expenditure	£111,040

The role of the Pupil Premium Leaders is to offer targeted support for pupils. They will work with teachers in the most effective way to deliver sessions to ensure that the gap closes due to better than expected levels of progress for Pupil Premium children.

Pupil Premium Leaders will also be teaching streamed intervention groups across every year group using APP for evidence and AFL to develop cognitive and Meta cognitive skills to enhance progress in the classroom.

The following data provides the level of impact the development of these strategies and interventions had on attainment and achievement 2016-2017.

As a direct result of these actions:

Closing the Gaps with Pupil Premium at Key Stage 2

- **Disadvantaged KS2 pupils outperform non disadvantaged pupils in Reading and Writing.**
- **Non – disadvantaged pupils outperform disadvantaged pupils in mathematics.**
- **Disadvantaged KS2 pupils had an average scaled score above the national score in reading.**
- **Disadvantaged KS2 pupils had an average scaled score below the national score in mathematics.**

Disadvantaged

RWM **Exp+ Disadv 87%** (Nat 47%) **Non Disadv 91%** (Nat 67%)
Exc Disadv 7% (Nat 11%) **Non Disadv 18%** (Nat 11%)
Disadv Reading Exp + 100% (Nat 77%) **Non Disadv FSM 96%** (Nat 77%)
Exc Disadv 27% (Nat 29%) **Non Disadv 44%** (Nat 29%)
Disadv Reading 107 (Nat 105) **Non Disadv FSM 109** (Nat 105)
Disadv Reading +2 Non Disadv +4
Disadv Writing Exp+ 87% (Nat 81%) **Non Disadv Exp+ 91%** (Nat 81%)
Exc Disadv 20% (Nat 21%) **Non Disadv 44%** (Nat 21%)
Disadv Maths Exp+ 93% (Nat 80%) **Non Disadv 96%** (Nat 80%)
Exc Disadv 7% (Nat 13%) **Non Disadv 29%** (Nat 27%)
Disadv Maths 103 (Nat 105) **Non Disadv 107** (Nat 105)
Disadv Maths -2 Non Disadv +2
Disadv GPS Exp+ 93% (Nat 82%) **Non Disadv 96%** (Nat 82%)
Exc Disadv 13% (Nat 36%) **Non Disadv 44%** (Nat 36%)
Disadv GPS 107 (Nat 107) **Non Disadv 110** (Nat 107)
Disadv GPS 0 Non Disadv +3

Progress

Reading
Disadv **4.43** Non Disadv **2.52** Diff **1.92**
Writing
Disadv **2.61** Non Disadv **2.53** Diff **0.08**
Maths
Disadv **0.17** Non Disadv **1.76** Diff **-1.58**

In 2017-18 OHA have employed a Pupil Premium TLR2 for mathematics. This member of staff will be working with targeted disadvantaged pupils in small group intervention work. The intention of this additionality is to raise the progress of disadvantaged pupils in mathematics.

Attendance

	FSM	Non FSM	Difference
2014-15	95.7%	97.9%	2.2%
2015-16	96.2%	97.9%	1.7%
2016-17	95.4%	96.8%	1.4%

The gap between FSM and non FSM attendance has narrowed significantly over time due to intervention of School Attendance Improvement Officer (Gap decreased by 0.8% over three years). The target for 2017-18 will be that FSM attendance will be **96.5%** and the gap will be narrowed to no more than **1%**.

The Leadership Team feels that the research and impact of the strategies significantly justifies the allocation of Pupil Premium.

References

Wiliam, D. (2002). *'Linking Research and Practice: knowledge transfer or knowledge creation?'* Plenary presentation at the annual conference of the North American Chapter of the International Group for the Psychology of Mathematics Education, Athens, Georgia, USA, October 2002.

Professor Steve Higgins Durham University Dimitra Kokotsaki and Professor Robert Coe CEM Centre, Durham University (2011) The Sutton Trust 'Toolkit of Strategies to Improve Learning (Summary for schools spending the Pupil Premium)'

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Ofsted (September 2012, No. 120197) Report summary 'The Pupil Premium: How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils'.