Pupil Premium and Covid Catch-up Premium

Key Principles

1. Schools can make a difference

- Closing the attainment gap between disadvantaged children and their peers is the greatest challenge we face in schools.
- The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators
- However, schools can make a difference – the gap has closed since the introduction of the Pupil Premium grant, and schools are demonstrating how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.

Key Principles

2. Evidence can help

- Evidence-informed teachers and leaders combine findings from research with professional expertise to make decisions.
- Taking an evidence-informed approach to Pupil Premium and Covid Catch-up spending can help schools to:
  - Compare how similar challenges have been tackled in other school;
  - Understand the strength of evidence behind alternative approaches; and
 - Consider the likely cost-effectiveness of a range of approaches.

Key Principles

3. Quality teaching helps every child

- Good teaching is the most important lever schools have to improve the outcomes for disadvantaged pupils.
- Using the Pupil Premium to improve teaching quality benefits all pupils and has a particularly positive effect on children eligible for the Pupil Premium.
- While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.

Key Principles

4. Implementation matters
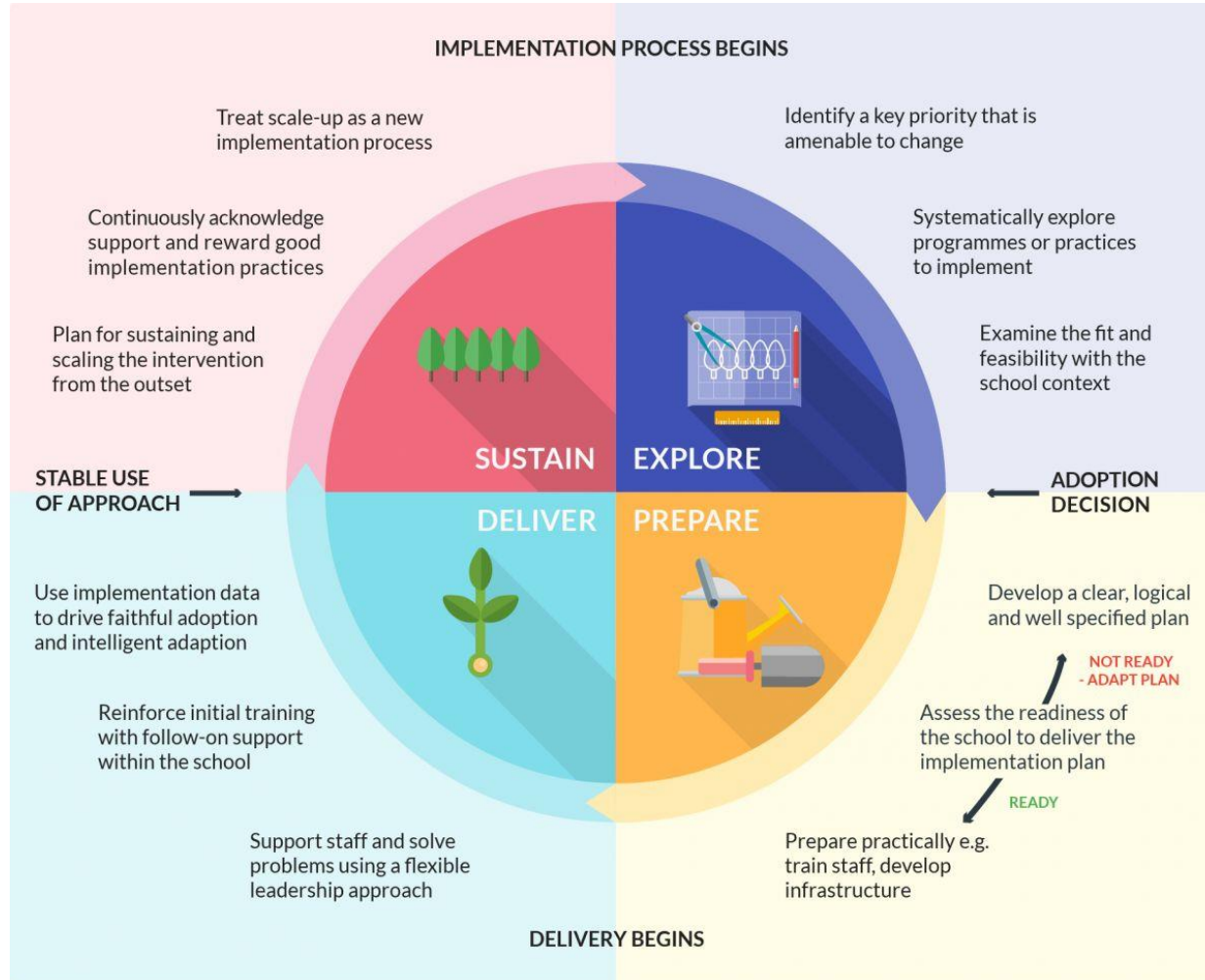
- The challenge of implementation means that less is more: selecting a small number of priorities and giving them the best chance of success is a safer bet than creating a long list of strategies that becomes hard to manage.

Key Principles

5. Support middle and high attainers too

- The causes and consequences of disadvantage are varied: Pupil Premium children are not a homogenous group.

- Children eligible for the Pupil Premium are more likely to be low-attaining than other children. However, tackling disadvantage is not only about supporting low attainers. For example, disadvantaged pupils who achieve highly in primary school are much less likely than their peers to receive top grades at GCSE.

Pupil Premium Myths

Myth:
Only eligible children can benefit from Pupil Premium spending

Myth:
The Pupil Premium has to be spent on interventions

Myth:
Pupil Premium strategy can be separated from whole school strategy

Myth:
All data is good data

Pupil Premium Myths

Myth:
Only eligible children can benefit from Pupil Premium spending

- The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups: that is fine!
- Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.

Pupil Premium Myths

Myth:
The Pupil Premium has to be spent on interventions

- There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling pupils.
- However while interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside the efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.

Pupil Premium Myths

Myth:
All data is good data

- Data is valuable when it supports decision-making. For example, collecting data about the attainment and progress of pupils eligible for the Pupil Premium can help schools identify trends and target additional support.
- It might also be helpful to compare the outcomes of eligible pupils to schools serving similar populations.
- The measurement and comparison of internal class or school gaps is less likely to provide useful information and isn't required by the DfE or Ofsted.

Pupil Premium Myths

Myth:
Pupil Premium strategy can be separated from whole school strategy

- The Pupil Premium provides an important focus for prioritising the achievement of children from disadvantaged backgrounds.
- When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.
- The primary staff responsible for our Pupil Premium spend are the executive head teacher, the associate head teachers, the SENDCOs and Core Subject Leaders.

A tiered approach to Pupil Premium spending

1. Teaching

- Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention.
- Ensuring an effective teacher is in front of the very class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

1 Teaching
for example
Professional development
Recruitment and retention
Support for early career teachers

2 Targeted academic support
for example
Structured interventions
Small group tuition
One-to-one support

3 Wider strategies
for example
Behaviour approaches
Breakfast clubs
Increasing attendance

A tiered approach to Pupil Premium spending

2. Targeted academic support

- Evidence consistently shows the positive impact that targeted academic academic support can have, including on those who are not making progress across the spectrum of achievement.

- Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

A tiered approach to Pupil Premium spending

3. Wider Strategies

- Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.
- While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

The Covid-19 Pandemic

- The Covid-19 pandemic made 2020 a tough year for the education sector, and especially for teachers, support staff and school leaders.
- Throughout this public health crisis, teachers have been at the frontline, responding to huge logistical and emotional challenges with creativity and professionalism. From adapting to remote learning, to facilitating pupils' transition back into the classroom, schools' commitment to providing ongoing support for pupils has been extraordinary.

The Covid-19 Pandemic

- Despite the roll-out of the vaccine, the challenge facing schools is far from over.
- Covid-19 has exposed and deepened educational inequality in our society.
- Research suggests that the disruption to learning is likely to have at least reversed the progress made in closing the disadvantage gap over the past decade.
- Compensating for the negative effects of Covid-19 closures requires, therefore, a sustained response—for all children, but particularly for those from socio-economically disadvantaged families.

Teaching

- The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils. This was true before the Covid-19 pandemic and it will continue to be vital throughout this academic year.
- Prioritising high quality instruction in the classroom setting has new-found logistical barriers, but the principles of great teaching remain unchanged.
- explicit instruction, scaffolding, flexible grouping and cognitive and metacognitive strategies are key components of high-quality teaching and learning for pupils.

Teaching

- Having deep subject knowledge and a flexible understanding of the content being taught is clearly important.
- High-quality assessment is essential to great teaching, helping us understand what pupils have (or have not) learned. Targeted diagnostic assessments can support teachers to monitor pupils' progress, particularly as they maintain classroom routines and recover any learning loss.
- We will also assess pupils' engagement with school and their well-being.

A tiered approach to
school improvement planning in 2021
Components of High Quality Teaching

Explicit Teaching

Component of high quality teaching	Example
Explicit teaching Explicit instruction refers to a range of teacher-led approaches focused on teacher demonstration followed by guided practice and independent practice.	**Explicit teaching** A teacher might teach a pupil a strategy for summarising a paragraph by breaking up the strategy into small steps. The teacher would initially 'think aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practice this skill, perhaps giving the pupil one paragraph at a time to support them to focus on the information that is essential to the task.

Components of High Quality Teaching

Scaffolding

Component of high quality teaching	Example
Scaffolding <u>Scaffolding</u> 'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities. Support could be visual, verbal, or written. The teacher will gradually remove the support (the scaffold) as the pupil becomes able to complete the task independently.	**Scaffolding** <u>Scaffolding</u> A teacher might teach a pupil a strategy for summarising a paragraph by breaking up the strategy into small steps. The teacher would initially 'think aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practice this skill, perhaps giving the pupil one paragraph at a time to support them to focus on the information that is essential to the task.

A tiered approach to
school improvement planning in 2021
Components of High Quality Teaching
Cognitive and Metacognitive Strategies

Component of high quality teaching	Example
Cognitive and Metacognitive Strategies Cognition is the mental process involved in knowing, understanding, and learning. Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Cognitive strategies are fundamental to learning and are the 'bread and butter' of effective teaching. Metacognition refers to the ways in which pupils monitor and purposefully direct their thinking and learning. Metacognitive strategies are strategies we use to monitor or control our cognition, such as checking whether our approach to solving a mathematics problem worked or considering which cognitive strategy is the best fit for a task.	**Cognitive and Metacognitive Strategies** Graphic organisers represent a cognitive strategy that has been extensively researched with pupils with SEND. Graphic organisers are used to organise knowledge, concepts, and ideas. Examples include Venn diagrams—for example, the Venn diagram illustrating the overlap between the two concepts 'SEN' and 'disability' in English law—T-charts of pros and cons, mind-maps, cognitive maps, semantic maps, and chronologies or event chains. They can be effective tools for supporting learning.

A tiered approach to
school improvement planning in 2021
# Components of High Quality Teaching
Flexible Grouping

Component of high quality teaching	Example
Flexible Grouping Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met. It may be that a small group of pupils share the need for more explicit instruction to independently carry out a skill, remember a fact, or understand a concept. Allocating pupils to temporary groups can also allow teachers to set up opportunities for collaborative learning; research has indicated, for example, that collaborative learning can be effective in helping pupils to read history texts.	**Flexible Grouping** A primary teacher undertaking a history lesson may be exploring the chronology though a local history text, using images on cards. The teacher subsequently regroups pupils, to work with those who weren't able to draw upon any background knowledge to identify the images and form an adequate chronology. This small group can then seamlessly be supported to quickly initiate the subsequent writing task assignment.

# Components of High Quality Teaching
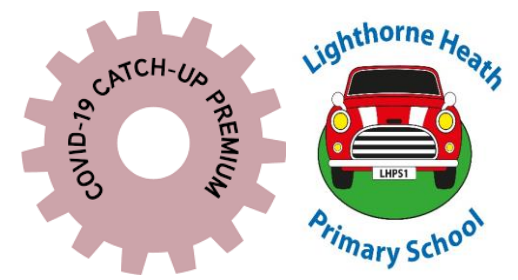
Effective Diagnostic Assessment

- Planning effective assessment is integral to supporting great teaching. We have started to deploy our own assessment approaches to sensitively diagnose the actual impact that Covid-19 school closures may have had on our pupils.
- Questions have included: *What learning has been lost or misunderstood?; Should we re-teach that material to the whole group, or move on?*; and *What is the right balance between standardised assessments and classroom-based diagnostic assessments?*
- Senior leaders are considering standardised tests. These 'high level' assessments can give us broad insights into individuals and groups who may need support based on national norms. However, such assessments typically won't offer diagnostic information about pupils' learning loss, what they need to learn or do next.

Components of High Quality Teaching
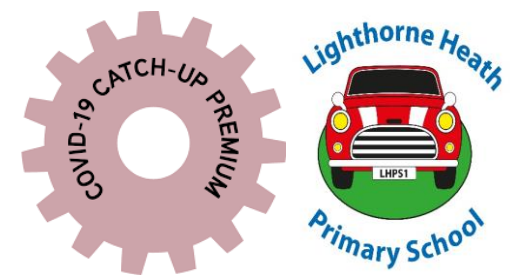
Effective Diagnostic Assessment

- Assessment can sometimes be considered onerous. However, understanding the part assessment plays within all interactions in the classroom, can support teachers to recognise the importance of each small piece of information which contributes to a bigger picture of the child. For example, increasing the use of open-ended questioning, when sharing a text with children, can provide numerous opportunities to assess vocabulary, background knowledge and reading comprehension.

A tiered approach to school improvement planning in 2021
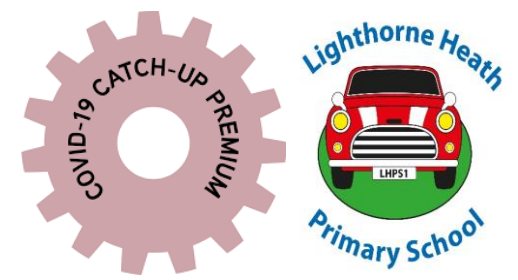## Components of High Quality Teaching
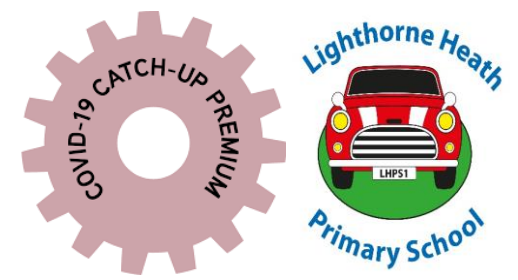
Effective Diagnostic Assessment

- It will be important to differentiate between learning that has been forgotten due to extended absence from the classroom and material that hasn't been learnt properly. Effective diagnostic assessments are therefore rooted in classroom practice. Such assessment may include the use of verbal questions, short answer quizzes and multiple-choice questions etc. These low-stakes approaches have the benefit of more precisely diagnosing gaps in learning and informing teaching than broader, time intensive summative tests or 'exams'.

A tiered approach to
school improvement planning in 2021
## Components of High Quality Teaching

Effective Diagnostic Assessment

- We are also starting to assess social and emotional outcomes that relate to how well pupils learn. Senior leaders and pastoral staff will begin to conduct semi-structured interviews with pupils across the academic year, monitoring and responding to any changes across the school year (particularly for more vulnerable pupils).

A tiered approach to
school improvement planning in 2021
Components of High Quality Teaching
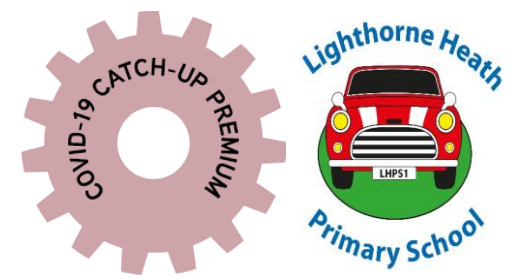
Questions to consider for school-based assessment this term

• What assessment tasks will give us the best diagnostic information about the prerequisite knowledge, skills and competencies we want our students to develop through the school curriculum?
• Are we clear about the kinds of choices we want information from our assessments to support? Are these choices that we actually can and do act on?
• How will we best sequence assessments throughout the academic year?

A tiered approach to
school improvement planning in 2021
Targeted Academic Support

High quality teaching is supported by, and inextricably bound to, targeted academic support. Good assessment will reveal that some pupils have lost learning, misunderstood content, or made gains in their knowledge, during the extended period of Covid-19 partial school closures. This may require targeted one to one or small group tuition to address gaps. We can also anticipate that pupils with SEND will need specific support.

A tiered approach to school improvement planning in 2021
Targeted Academic Support
High Quality one to one and small group tuition

Evidence indicates that small group and one to one interventions can be a powerful tool for supporting pupils. High-quality teaching should reduce the need for extra support, but it is likely that some pupils will require high quality, structured, targeted interventions to make progress. These interventions will be carefully targeted through identification and assessment of need and the intensity will be monitored. Some pupils may have made quick gains as they returned to school full time, so assessment needs to be monitored—in a manageable fashion—over time.

A tiered approach to school improvement planning in 2021
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# A tiered approach to
school improvement planning in 2021
Targeted Academic Support
Targeted Support in the EYFS: Nuffield Early Language Intervention

Oral language skills form a crucial foundation for thinking, learning and social interaction. Children's oral language ability during their early years is one of the strongest predictors of success in literacy, numeracy and later employment as well as wellbeing. The Reception Nuffield Early Language Intervention Programme (NELI) is currently the most well evidenced early language programme in the country. It has been robustly tested through several trials including two funded by the EEF. The most recent, involving 193 schools, found that children who received NELI made, on average, +3 months of additional progress in oral language skills compared to children who did not receive NELI.
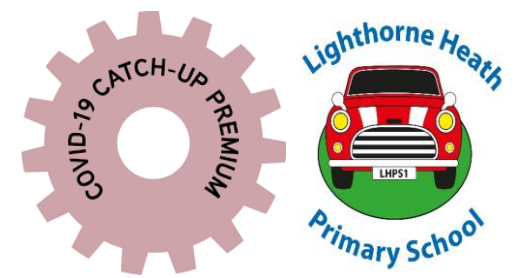
A tiered approach to school improvement planning in 2021
Targeted Academic Support
## Targeted Support in the EYFS: Nuffield Early Language Intervention

Developed by world-leading researchers the NELI programme involves scripted individual and small-group language teaching sessions delivered by a trained teaching assistant or early years educators to children identified as being in need of targeted language support. It aims to develop children's vocabulary, listening and narrative skills and, in the last 10 weeks, also involves work to develop phonological awareness and early letter-sound knowledge as foundations for early literacy skills. In August 2020, the Department for Education announced it would work with the EEF and other delivery partners to make NELI available to state-funded Reception classes across England this academic year, with online training and NELI programme resources provided at no cost. This is being funded through the Government's £350m allocation to tutoring, as part of the £1bn Covid-19 'catch-up' package announced in June 2020. Schools were able to register with the Department for Education their interest in receiving NELI from August to October 2020 with priority being given to schools according to their proportion of pupils eligible for free school meals. In total, over 6,500 primary schools have taken up this offer, including both our schools!

A tiered approach to school improvement planning in 2021
Targeted Academic Support
Academic Tutoring
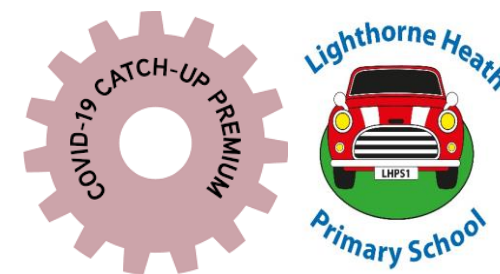
We are beginning to plan tutoring for some pupils.

When implementing tutoring it is important that pupils are provided with sessions over a sustained period. Shorter and more frequent sessions may be particularly beneficial for younger children and tutoring has been shown to be particularly effective for subjects like reading and mathematics.

To be most effective, creating a three-way relationship between tutor, teacher and pupils is essential, ensuring that tuition is guided by the school, linked to the curriculum and focused on the areas where pupils would most benefit from additional practice or feedback.

Schools should therefore explicitly plan for how to best manage relationships with external tutors and ensure that staff have time to influence how these sessions are used and to receive appropriate feedback from tutors and from participating pupils.
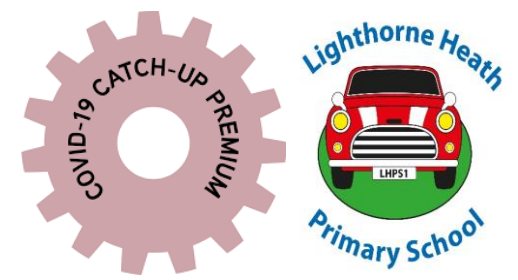
Tuition delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by tutors, TAs, or trained volunteers can also be effective. Where tuition is delivered by teaching assistants or trained volunteers, providing training linked to specific content and approaches is beneficial. Tutors would also need to be supported by the school to be aware and responsive to pupils who have SEND, ensuring appropriate adaptations or additional supports is provided.

A tiered approach to school improvement planning in 2021
Targeted Academic Support
Academic Tutoring

Small group tuition is effective; generally, the smaller, the better. However, both small group and one to one tuition can be useful approaches, depending on the context. Small group tuition requires less staff time to deliver to the same number of pupils, and therefore also reduces costs.

Tutoring interventions have been shown to be particularly effective for pupils who are lower attaining in comparison to their cohorts and for those from disadvantaged backgrounds. As such, tutoring can be used as a targeted catch-up strategy for particular pupils.

Questions for us to consider for effective interventions in this academic year
• How are pupils being selected to receive additional tutoring? Is reliable data being used to inform those judgements?
• Is there a planned timescale for the tuition, with clear entry and exit strategies?
• What one to one or small group tuition approaches is our school implementing?
• What supports will be in place to ensure the work of the tutors is aligned with classroom practice?
• How will we support pupils and class teachers to sustain the impact of the tutoring once they finish their cycle of tutoring sessions?

Wider Strategies

- We will be deploying a range of wider strategies to support pupils in this (and next) academic year with creativity and commitment.
- With new challenges attending social distancing measures, for example, our senior leaders will continue to be flexible and will need to adapt planning appropriately.
- There may be new barriers to success in school, such as reduced attendance, or adaptations to school routines which may affect the behaviour of some pupils.

- Equally, many pupils will thrive as regular school routines are (re)established and school leaders focus on the social and emotional needs of their pupils.

Wider Strategies
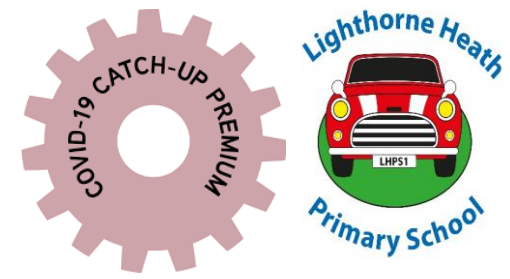
- As most children will change teachers in September, valuable transition information will need to be supplemented with a sustained focus on supporting and monitoring pupils' social, emotional and behavioural needs. Once more, meaningful and manageable assessment will be crucial.
- A common misconception can be that pupils' wellbeing and social emotional learning is separate from their academic, curriculum-based learning. There are many ways social and emotional learning can be meaningfully combined with the academic curriculum. For example, in English, taking the opportunity to talk about a character's emotions, along with developing pupils' vocabulary to describe emotions, can be helpful to develop pupil's self-awareness. This may support pupils to articulate their experiences and feelings in this challenging year. (Our World Book Week work on 'Grandad's Island' is an example of this.)
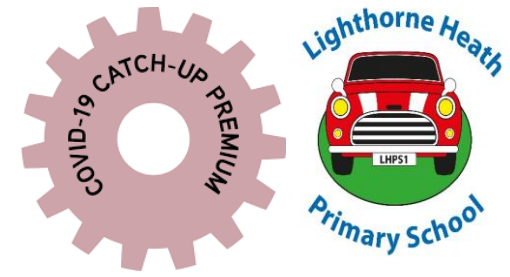
Wider Strategies
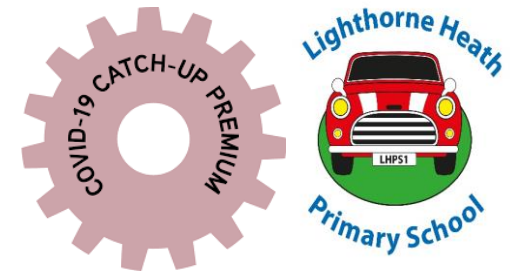
Questions to consider for supporting social and emotional learning (SEL) in this term:

- What approaches to social and emotional learning will best support pupils to reconnect with their peers and to re-establish positive learning behaviours?

- What opportunities are there to meaningfully combine SEL and the academic curriculum?

- How will we best sequence SEL support throughout the academic year?

Wider Strategies

- Timetabled P.S.H.E. lessons
- Cautious re-starting of assemblies, led by senior leaders
- Use of Emotion Coaching strategies
- UNICEF Rights Respecting School lessons
- Pupil Voice
- Growth Mindset
- 60 Mindful Minutes
- Counselling
- Drawing and Talking
- Calm down kits
- Music Therapy
- River Bear Yoga

- Visual cues in the classroom:
  - ➢ Self-regulation strategy posters
  - ➢ UNICEF Convention on the Rights of the Child poster
  - ➢ UNICEF Class Charters
  - ➢ School Code of Conduct