

From mitigation to success

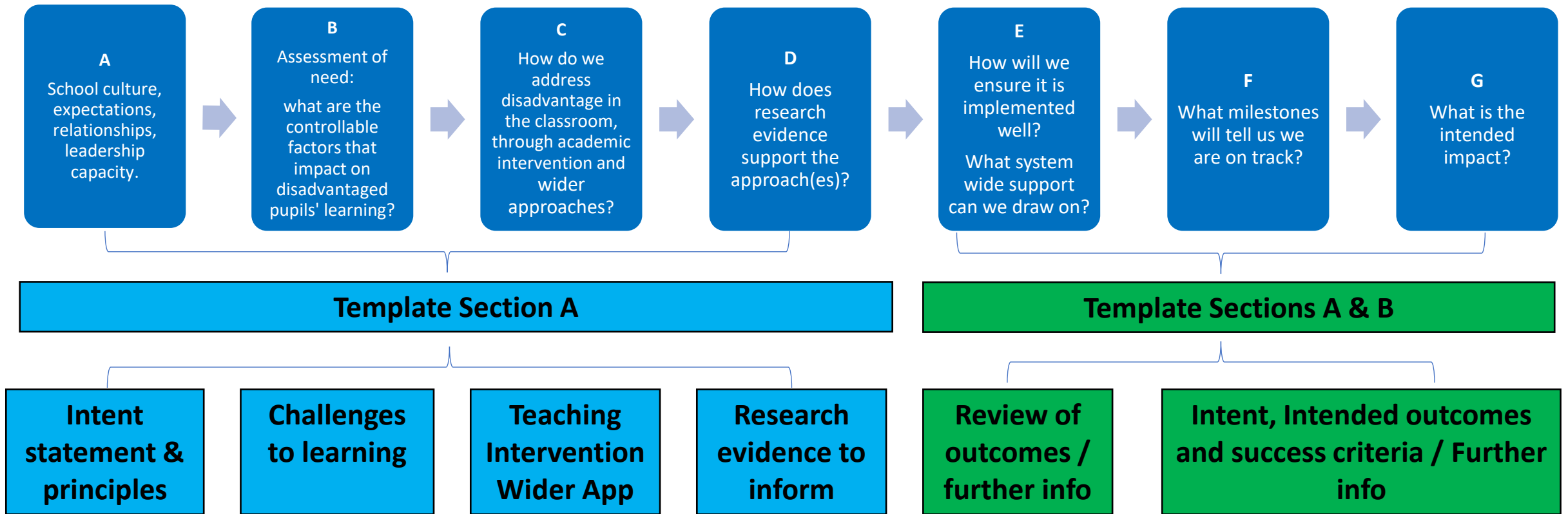
Developing an effective disadvantage strategy

Purposeful accountability?!

Marc Rowland
March 2022



Developing an effective *strategy*...





Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Tomlinscote School
Number of pupils in school	1443
Proportion (%) of pupil premium eligible pupils	7.6
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Mr Rob Major, Principal
Pupil premium lead	Dr Nikky Hammond, Assistant Principal
Governor / Trustee lead	Mrs Rebecca Davis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,095
Recovery premium funding allocation this academic year	£16,049
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£42,230
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£162, 374

The first 'overview' section is just about basic information about the school.

Note the removal of end of key stage 2 / 4 performance data and encouraging of schools to take a long term approach.

Normanton Junior Academy, Wakefield

<https://normantonjunioracademy.org/wp-content/uploads/sites/5/2021/11/Pupil-Premium-Strategy-Statement-Website.pdf>

Tomlinscote School, Surrey

<https://www.tomlinscoteschool.com/attachments/download.asp?file=3886&type=pdf>

Part A: Pupil premium strategy plan

Statement of intent

Our aim in utilising our Pupil Premium funding is to reduce the impact disadvantage has on outcomes for our students.

The intention ultimately is for the outcomes of disadvantaged students to be comparable with those of their non-disadvantaged peers within the school.

Our primary focus with this strategy plan is on the barriers to learning our disadvantaged students need to overcome and where this most affects their outcomes. Key areas are supporting performance in core subjects, primarily Maths; supporting literacy across all subject areas; and improving social and emotional wellbeing.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students.

Our approach is tailored to our specific setting and our student profile. As a school community we believe that:

- circumstances should not dictate outcomes or limit opportunities for success
- interventions should be early, responsive and fluid
- the environment should support all students to have a wide range of opportunities and experiences beyond the classroom throughout their time at school.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	PASS survey results indicated disadvantaged students score lower overall in several factors compared to their non-disadvantaged peers, particularly around their self-regard as learners and their response to challenging curriculum demands.

The statement of intent is an opportunity for schools to tell their story, beyond simplistic data. The key questions are listed on the document.

But for me this is about explaining to both internal and external stakeholders about our ambitions, how we aim to achieve them and what are our underpinning values and principles. The ‘intent’ is something that all school staff should understand at a strategic level, and what their individual roles are making a reality.

Challenges

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Challenge number	Detail of challenge
1	PASS survey results indicated disadvantaged students score lower overall in several factors compared to their non-disadvantaged peers, particularly around their self-regard as learners and their response to challenging curriculum demands.

2	<p>Baseline testing shows numeracy levels are lower in some disadvantaged learners than their peers on entry to Year 7. This is reflected in outcomes at KS4 Maths.</p> <p>2019 data:</p> <table border="1"> <thead> <tr> <th></th> <th>KS2 prior attainment</th> <th>KS4 Maths P8</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>4.56</td> <td>-0.197</td> </tr> <tr> <td>Non disadvantaged</td> <td>5.00</td> <td>0.256</td> </tr> </tbody> </table>		KS2 prior attainment	KS4 Maths P8	Disadvantaged	4.56	-0.197	Non disadvantaged	5.00	0.256
	KS2 prior attainment	KS4 Maths P8								
Disadvantaged	4.56	-0.197								
Non disadvantaged	5.00	0.256								

3	<p>Baseline testing shows literacy levels are lower in some disadvantaged learners than their peers on entry to Year 7, which impacts their ability to access all curriculum areas.</p> <p>From September 2020-September 2021 our non-disadvantaged students increased their Accelerated reader scaled points score on average by +106.46 scaled points. Our disadvantaged students increased their scaled score on average by +66.31 scaled points. This gap of 40.15 scaled points is lower than the National gap of 101 scaled points on average, showing our literacy strategies to date are having a positive impact, however this gap needs reducing further.</p>
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4	<p>Informal assessment and teacher feedback at KS3 suggests that some disadvantaged students have less background knowledge and wider contextual understanding than their peers.</p> <p>This impacts attainment across all curriculum areas, but additionally impacts social and extracurricular engagement.</p> <p>This has been amplified by partial school closures due to Covid restrictions.</p>
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The change from 'barriers' to challenges is important. It is beyond semantics. It is important to avoid always framing disadvantage as a deficit model. As stated above, it is vital that assessment, not assumption drives approaches. Disadvantage goes beyond Pupil Premium eligibility.

Poorly identified challenges lead to poorly identified activity, leading to weaker outcomes for pupils and sometimes in initiative fatigue around address disadvantage. It leads to the 'supermarket sweep' approach to disadvantage grabbing intervention for Y6 / Y11. Early intervention focussed on need enables pupils to thrive in school.

Look to be as precise as possible. Centre in on the key things that are preventing disadvantaged pupils from attaining as well as they might. Academic and pastoral issues should be included. Developing pupils' oral language and reading comprehension is often at the heart of an effective strategy.

'Many of our pupils eligible for Pupil Premium have additional vulnerabilities (e.g. SEND)'. Whilst these may be characteristic of pupils at risk of underachievement, it is important to unpick the *actual issues* that are most preventing disadvantaged pupils from attaining well. Pupils are not at risk of underachievement because they are SEND – rather, there needs to be careful consideration how additional needs are impacting on learning e.g. autism / anxiety / language.

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

	Detail of challenge / barrier to learning.
1	Majority of our children start school below and in a significant number, well below their age expectations especially in the areas of speech, vocabulary and basic mathematics. This evidences as significant / moderate speech and language delay including limited vocabulary and understanding of spoken language' which impacts early reading and writing development and reduced confidence in numeracy based on a lack of understanding of number recognition, facts and application.
2	Many children join our school not 'nursery ready' due to parents not fully understanding their role in giving their child the skills needed for a flying start at school. Poor social, emotional and personal skills, a lack of understanding or knowledge of the wider world, alongside their poor communication and language mean they start school with gaps to many of their non-vulnerable peers. They start at a deficit and then must spend time and effort making this up so fall behind their peers.
3	A lack of parental aspiration (consequently lack of children's aspirations) combined with poor engagement with school leads to some parents not always understanding their child's and school expectations and intended outcomes along with the opportunities they will have at school.
4	Limited communication and literacy skills (lack of opportunities to talk, experience books and support to read at home) means our children's early reading and phonic knowledge is adversely impacted.
5	Data for attendance indicates that our vulnerable children's attendance is lower than our non-vulnerable children. Data shows several of our vulnerable children show as persistently absent. Poor attendance and lateness have a negative impact on all but especially vulnerable children's progress.
6	81% of our children live in the bottom 30% of the most deprived areas. Limited financial stability means parents cannot provide varied experiences or opportunities for their children to understand there is a world outside their locality. So, our children's knowledge and aspirations are limited.

Being wary
of a deficit
discourse
around
disadvantage
. Focus on
what's in our
gift.



	comparable between disadvantaged and non-disadvantaged students
To improve disadvantaged students' self-regard as learners and their response to challenge.	Improved scores in PASS survey results for disadvantaged students as a group. Observations, discussions with students and staff and reporting data to show disadvantaged students are engaging more positively with their learning, particularly challenging tasks. Reflected in reporting of learning behaviours at KS3.
To improve outcomes in Maths at KS4.	KS4 outcomes show P8 gap between disadvantaged and non-disadvantaged students to have reduced by half in Maths by 2023 (when compared to 2019 performance data). There will be no gap in Maths by 2024.
To improve levels of literacy at KS3 through a whole school literacy strategy.	Accelerated Reader and other literacy data to show a reduction in reading age differences between non-disadvantaged and disadvantaged students. Continued building of background knowledge in subject areas to better support the use and understanding of disciplinary literacy across the curriculum.
To address knowledge and skills gaps via School-Led Tutoring and the National Tutoring Programme	Processes in place for early intervention to be implemented when gaps are identified. Improvements are evident in both formative and summative assessments
To improve engagement of disadvantaged students in extracurricular opportunities.	Monitoring of disadvantaged students reflects ambition to increase 'cultural capital' and the uptake of opportunities by disadvantaged students and their families. Whole school approach to celebrate involvement, with more disadvantaged students being encouraged and supported to take advantage of wider school opportunities.

Intended outcomes are determined before activities. Experience tells us the level of resource and expertise needed to address disadvantage is often underestimated, especially when we don't clearly define intended outcomes.

Well defined success criteria are key to good / dispassionate impact evaluation. Decouple impact evaluation from accountability. Vague success criteria make it easier to claim success. Remember that colleagues involved in the implementation of an approach are not always the best judges of success. Be wary of activity being mistaken for outcomes.

The intended outcomes link should closely to the challenges pupils face.

It is important to be mindful of success criteria that are actually activities. For example: *'Learning Support reports are produced as soon as possible for children that need them. The information in the reports is shared with parents and used to plan in class (and small group) activities and interventions.'*

The activity section uses the EEF's tiered model. There is no longer any need to list the individual costs of activities, just the budget associated with each tier.

Schools should link activities with challenges and ensure that activity is informed by research evidence that it may be effective. It is important to remember that research evidence can only point us in the right direction. We should use it to inform our decision making, not justify it. Evidence we can use goes beyond the EEF toolkit and may include small, in school experiments as well as meta-analysis and RCTs.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 98, 316

Activity	Evidence that supports this approach	Challenge number(s) addressed
Standardised testing on entry in Year 7	https://www.gf-education.com/case-studies/understanding-how-your-students-learn-best/ The lack of KS2 data due to cancellation of SATS means we have no baseline data. Data from CAT4 will be shared with staff and families and link effectively with our revised assessment structure at KS3.	2, 3
Access to technology supported via funded iPad scheme	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital/ The use of technology has been embedded at Tomlinscote for several years and this is supported by our status as an Apple Distinguished School and Apple Regional Training Centre. CPD for staff and students is ongoing, supporting skills to use the technology meaningfully to support learning and teaching both in school and at home.	1, 2, 3, 4
Embedding recommendation 2 of the EEF Metacognition and Self-regulated Learning Report across all subject areas	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition/ Links to our focus on learning behaviours and strategies using Rosenshine's Principles which are a key focus of our learning and teaching priorities, and our ongoing work on the development of mastery over the next 3 years. This will encompass staff CPD, instructional coaching and is a focus of teaching staff learning and teaching targets.	1, 2, 3, 4
Embedding recommendation 1 of the EEF Improving Literacy in	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4/	3, 4

Secondary Schools Guidance Report	This will involve our literacy coordinator working with subject leads to share best practice for maximising subject specific literacy support (disciplinary literacy).	
Embedding recommendation 5 of the EEF Improving Mathematics in KS2 and 3 Guidance Report	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3/ This links to the whole school focus on metacognitive learning strategies using Rosenshine's Principles and a mastery approach. CPD and coaching in Maths will focus on specific aspects such as modelling processes to then develop students' abilities to model their own thinking.	2

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £42,958

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group interventions to support literacy and numeracy in Year 7	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4/ https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3/ This provision links to our SEND department with evidence of early intervention leading to students successfully moving from the small group to full classes after a period of targeted support.	2, 3
Accelerated Reader interventions led by school literacy coordinator	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader/ ARR is already established successfully and will be used to map required interventions and inform LRC provision.	3
Engaging with the National Tutoring Programme to address skills / content gaps and School-led tutoring led by	https://nationaltutoring.org.uk/about/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition/	1, 2, 3

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 21,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
PASS survey delivered to students biannually	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning/ https://support.gf-assessment.co.uk/knowledge-base/assessments/pass-support/pass-outcomes/using-pass-to-help-raise-attainment/ Feedback from similar schools of using PASS as a successful tool for baseline SEL data was positive. Using the survey regularly will help identify obstacles that are impacting success and will allow more formal evaluation of interventions.	1, 4
KS3 mentoring programme launched to support SEL needs of targeted students	https://www.sec-ed.co.uk/best-practice/developing-a-mentoring-programme/ Developed in discussion with a school with a similar setting, the programme facilitates 1:1 support for targeted students in KS3 with the intention of improving opportunities for success at KS4.	1
Increased extracurricular provision	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity/ https://www.sufltrust.com/wp-content/uploads/2017/10/16-Lessons-Report_FINAL.pdf Opportunities for students across a range of disciplines at no additional cost with engagement monitored and supported.	1, 4



‘It’s just quality first teaching...’ NO!

Pupils with strong language, good background knowledge, self-efficacy & good self-regulation skills can thrive, even if elements of teaching such as explanations relationships are not always perfect.
















Pupils with more limited language, background knowledge & self-regulation skills need the highest quality explanations, formative assessment & strong relationships. High quality, inclusive teaching matter for all pupils, but particularly for those that find learning more difficult.

Vessels Moored off a Jetty



















National Gallery, London

Artist Jan van de Cappelle

Artist dates 1626 - 1679

Metacognition and self-regulation <small>Very high impact for very low cost based on extensive evidence</small>			
Reading comprehension strategies <small>Very high impact for very low cost based on extensive evidence</small>			
Oral language interventions <small>Very high impact for very low cost based on extensive evidence</small>			
Feedback <small>Very high impact for very low cost based on extensive evidence</small>			
Mastery learning <small>High impact for very low cost based on limited evidence</small>			

What are the best bets, given our understanding of the *needs* of our pupils?

Repeating a year <small>Negative impact for very high cost based on limited evidence</small>			
Setting and streaming <small>Small impact for very low cost based on very limited evidence</small>			
Performance pay <small>Low impact for low cost based on very limited evidence</small>			
Physical activity <small>Low impact for very low cost based on moderate evidence</small>			
Mentoring <small>Low impact for moderate cost based on moderate evidence</small>			
Reducing class size <small>Low impact for very high cost based on very limited evidence</small>			

Professional learning

Fran Haynes from Durrington Research School on the EEF's CPD guidance.

<https://vimeo.com/643409456/4d79282877>

EEF recommendations:

<https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/effective-professional-development/EEF-Effective-PD-Recommendations-Poster.pdf>

Attendance matters!

- Research evidence suggests that **extrinsic rewards to improve attendance have little impact**, and may have the opposite of the desired effect: reward = relax!
- **Relational approaches** tend to be more effective: ~~‘spread them out!’~~
- **Understanding the factor-categories** that drive of poor attendance is key (physical health, mental health, systemic / attitudinal and school behaviour related).
- **Giving parents accurate information** about how their child is attending compared to their peers can impact on behaviours.
- Creating a **shared agency** for attendance, in parents friendly language is important.
- **Adaptability** to ensure families feel valued / welcomed is vital: ‘I’ve learnt that I need to be a chameleon... so to ensure that I’m making families feel comfortable. That is my job’ (head)
- Children thriving in the classroom and experiencing success in learning matters. **Level the playing field.**
- Improved attendance is a **whole school responsibility.**
- **Teacher – pupil interactions** are the glue that makes attendance stick. ‘
- ‘We are a **challenge seeking species!**’ (Mary Myatt)
- How can the **wider curriculum / enrichment** help?
- Everyone needs **joy in their lives** (the Castleford Prom!)
- Informal conversations with ***all* families** matter.
- **Every interaction is an intervention.**



Sources of evidence

- https://attendanceworks.org/wp-content/uploads/2017/09/Teaching-Attendance2.0-Summary_final.pdf
- <https://www.edutopia.org/article/extrinsic-motivation-it-might-be-even-worse-you-thought>
- <https://www.bps.org.uk/sites/www.bps.org.uk/files/Policy/Policy%20-%20Files/Behaviour%20Change%20-%20School%20attendance%2C%20exclusion%20and%20persistent%20absence%20%282017%29.pdf>
- <https://www.tes.com/magazine/teaching-learning/general/what-research-tells-us-about-fixing-attendance>
- <https://leadinglearner.me/2017/07/02/absences-matter-and-you-can-help/>
- <https://marcrowland.files.wordpress.com/2018/04/hampshire-report8.pdf>
- <https://marcrowland.files.wordpress.com/2021/02/closing-the-disadvantage-gap-2.pdf>
- https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Despite barriers to engagement due to Covid, interventions aimed at supporting our disadvantaged students continued to be a focus of 2020-21.

Throughout lockdowns, barriers to learning and solutions to overcome these were identified in discussions between Heads of Year and families, due to the creation of a monitoring system regarding the completion and quality of work produced remotely by Pupil Premium and other Disadvantaged students. Increased access to all aspects of the remote learning was facilitated through the provision of earphones for Pupil Premium students during lockdowns (to complement the use of iPads of identical specification to their peers). Feedback shows this monitoring and provision enabled disadvantaged students to better access remote learning, and to engage in remote learning more regularly.

Pupil Premium and other Disadvantaged students had a positive reintegration into school life following lockdown, as they were the first students to be targeted to come back on site under supervision, before any other groups of students. This enabled staff to support students with specific learning gaps in a small group setting.

Catch Up Premium funding was utilised quickly by prioritising Pupil premium, SEND, Year 10 and 11 students from November 2020. External tutoring was put in place for 62 Year 10 and 11 students in Core subjects, with 65% of these students being PP or SEND. Staff tutoring programmes additionally supported 70% of Year 11 students, including all Disadvantaged students and 50 students in Year 10. Tutoring had a positive impact on GCSE outcomes in specific subjects for 11 out of 16 disadvantaged students in Year 11.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Raising Outcomes for Disadvantaged Learners in Surrey programme	STSN/SAIE
External review of Pupil Premium Strategy	Marc Rowland via SAIE

The review of outcomes section is about reflecting on the effectiveness of our ongoing strategies. We might adjust and change approaches based on ongoing evaluation. This is fundamental to better long term outcomes for pupils.

Remember that a number of planned strategies might not have been fully implemented due to Covid 19 restrictions and partial school closures. Resources were often diverted to support acute and unplanned need arising from the pandemic.

Further information (optional)

The School has developed an extensive Careers programme, starting from Year 7. The aim is to provide students with a wide range of opportunities to gain insight into differing potential career avenues. This has included specific targeting of Disadvantaged students, as a way of instilling aspiration, with the potential of facilitating social mobility. These sessions have taken the form of assemblies and small focus groups where Heads of Year have liaised with the Careers Lead to ensure speakers and representatives come into school to discuss careers. Tailored careers opportunities at KS4 are available through InvestIN. These programmes are specifically promoted to our disadvantaged students and their families and are fully supported financially.

This is complemented by our partnership with Wellington College. We are an Alliance School which gives us access to stretch and challenge opportunities for students, led by Wellington College, raising aspirations, and encouraging students to 'aim higher'. Wellington College are keen to increase their understanding of our disadvantaged students' needs and to provide ongoing bespoke support. We are also able to access CPD for our staff at a significantly reduced rate, enabling more opportunities for staff development, directly impacting provision.

We are in the early stages of an increased push for engagement in wider school opportunities and extracurricular activities. Our offer is wide ranging and student participation is good, and it is intended that innovative student voice and focus group activities will continue to grow the level of involvement in these opportunities by our disadvantaged students.

Planning, implementation and evaluation

In planning our new Pupil Premium Strategy, we evaluated the impact of activities undertaken in previous years in order to build on those foundations. We additionally commissioned a pupil premium review to obtain an external perspective.

We drew on multiple data sources and knowledge of our students to develop the current strategy. The strategy will continue to be evaluated and adjusted throughout the three year period in order to secure the outcomes sought for our students.

This final further information section links to the initial intent statement. It looks to help school leaders to articulate how their strategies are evolving, adapting and changing over time. Anyone who visits a school to learn about their Pupil Premium strategy will see a 'still from a reel of film'. This section helps to add to that. Again, to tell the story of the school and its evolving approach to disadvantage. This is important as our knowledge about how best to do this improves all the time.

Five years ago, label led / accountability led approaches were common. The most exciting change for our disadvantaged pupils, and those that work with those pupils is that schools are focusing on the controllable factors impacting on learning in ever greater numbers. This is key to success.



- **New EEF Pupil Premium guide**

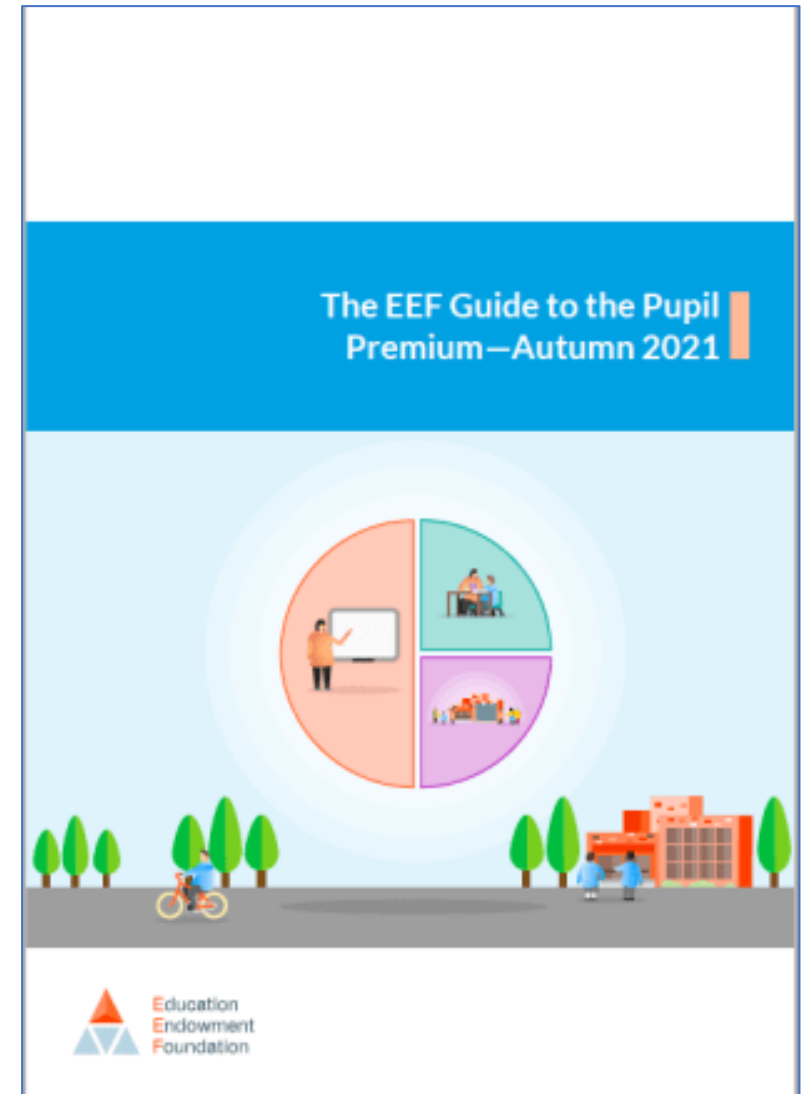
<https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf>

- **New DfE reporting template examples**

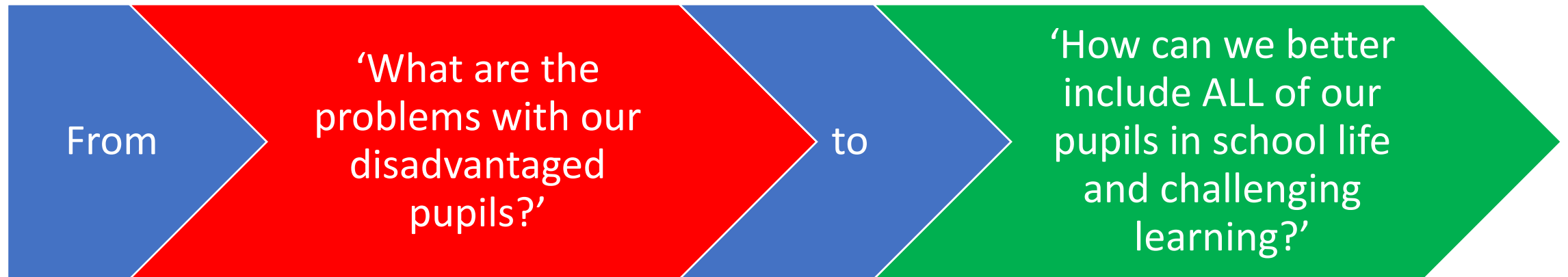
https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability?utm_medium=email&utm_campaign=govuk-notifications&utm_source=b4adf541-95ad-41a1-88c8-8f99c2fa52a3&utm_content=daily#strategy-statement-templates

- **TES Interview**

<https://www.tes.com/news/what-pupil-premium-template-examples-mean-schools>



Shifting our thinking. Life through the lens of our disadvantaged pupils...





mrowland@unitysp.co.uk



[@marcrowland73](https://twitter.com/marcrowland73)



<https://marcrowland.wordpress.com/>

<https://researchschool.org.uk/unity/>

