

Closing the Gap GlosEd_Lines

Welcome to the Spring 2016 Newsletter

sharing developments from around the county and updates on national initiatives

Closing the Gap Conference

22nd June 2016

The Royal Agricultural University, Cirencester

“It ain’t what you do it’s the way that you do it”...

An evidence based approach to closing the gap in Gloucestershire

With keynote speaker, Dr Lee Elliot Major (Chief Executive of the Sutton Trust), this is an event not to be missed.



The first part of the day will include our key note speaker plus inputs from local finalists of the Pupil Premium Awards. For the rest of the day delegates will attend two workshops of their choice.

Focuses for the workshops include:

- Parental engagement
- Raising aspirations
- Developing resilience
- Improving literacy
- Supporting transition
- Leading improvements
- Measuring impact

Further details, and a booking form, will be sent out via Heads Up next term.

If you would like to reserve a place then please email

kathryn.ursell@gloucestershire.gov.uk.



Do your disadvantaged pupils have a winning personality?

The Sutton Trust has published a report looking at the effects of background on personality and earnings.

The report shares research on different types of personality traits and their relationship with career success. It found that high levels of extraversion (sociability, confidence and assertiveness) and high aspirations are associated with career success and that people from more advantaged backgrounds had significantly higher levels of extraversion and economic aspirations.

Recommendations for schools include:

- improving disadvantaged pupils awareness of professional careers;
- using good feedback to improve social skills and aspirations;
- focusing on developing non-cognitive skills such as sociability, confidence and aspirations.

The full report '*A winning personality: the effects of background on personality and earnings (January 2016)*' can be read [here](#). We strongly recommend reading pages 1-4 - foreword, executive summary and recommendations.



Findings from inspections

"There is very little difference in the types of spending reported on in the best schools compared with those that are judged as requires improvement or inadequate. However, the major differences are the extent to which leaders ensure that the funding is very carefully targeted at the types of activities that best meet the needs of their pupils, and the rigour with which these activities are monitored, evaluated and amended." (Ofsted - The pupil premium: an update, July 2014, Para 14)

Examples of comments from individual school inspection reports **since September 2015** can be found [here](#) on the Pupil Premium Toolkit.

Support to develop rigorous review, monitoring and evaluation can be found [here](#) on the Pupil Premium Toolkit.

How latest reports from EEF can help you support teaching assistants to get results

Latest reports from EEF show that six projects involving TA-led literacy/numeracy interventions have shown positive impacts on pupil's learning, typically adding around three to four additional months progress:

- Catch up literacy
- Catch up numeracy
- Nuffield early language intervention
- REACH
- Switch on reading
- Talk for literacy

Encouragingly, there are signs that these interventions disproportionately benefit low attaining and pupils eligible for Free School Meals, and so could be effective approaches to 'narrow the gap'. The positive effects observed in these projects only occur when TAs work in structured settings with high-quality support and training. The full article can be read [here](#).

Last year, EEF published its first guidance report for schools, '**Making best use of Teaching Assistants**', which we would recommend as a starting point for anyone looking to review and reframe the use of TAs in their school or classroom – the full report can be read [here](#). Three of the seven recommendations cover the use of TAs in delivering out-of-class, targeted interventions in detail. To help you act on this evidence EEF have created a range of supplementary resources:

- Interventions healthcheck – [link](#)
- Red Amber Green (RAG) self-assessment tool to monitor current practice against the guidance - [link](#)

Overall, EEF suggest schools should adopt one or two well-chosen, and well-implemented, TA-led interventions, judiciously used to complement and extend class-based teaching and learning. Intervention sessions should be brief (<30mins), regular and sustained, with clear objectives and expectations. Teachers should have a good awareness of the structure and coverage of the programmes, and help pupils make connections between their learning in interventions and the wider curriculum. Headteachers need to ensure there is space and time for these interactions to occur.

The Power of Philosophy

A recent research project by Durham University, funded by the EEF, has shown that Philosophy for Children (P4C) can have a positive outcome on attainment levels for KS2 pupils especially for those who are disadvantaged.

Key conclusions included:

- Overall, pupils using the approach made approximately two additional months' progress in reading and maths.
- Results suggest that P4C had the biggest positive impact on Key Stage 2 results among disadvantaged pupils (those eligible for free school meals).
- Teachers and pupils generally reported that P4C had a positive influence on the wider outcomes such as pupils' confidence to speak, listening skills, and self-esteem.

The full project report, '**Philosophy for Children**', can be read [here](#).

Building social and emotional learning into the classroom

The Public Policy Institute of Wales (PPIW) have published a report synthesising the evidence of 'what works' in building the emotional resilience of children in primary schools in Wales. The PPIW's report draws out some key messages from a vast and complex literature that policymakers and practitioners can use when trying to grapple with these issues.

As the report makes clear, there is emerging evidence for a range of targeted and whole-school approaches to improving social and emotional skills, and promoting well-being. These range from using Cognitive Behavioural Therapy (CBT) to reduce anxiety, to whole-school social and emotional learning curricula and parenting programmes.

Many of the promising approaches referenced in the report, such as [Friends](#), [FAST](#) and the [Good Behaviour Game](#) are currently being trialled by the EEF in English schools. This evidence provides a good starting point for prioritising efforts: it makes sense to start from what others have tried and found to be successful even if this is not a guarantee of future success.

The full report, '**Promoting Emotional Health, Well-being and Resilience in Primary Schools**', can be read [here](#).

Local Support

Working together to close the gaps for disadvantaged children & young people in Gloucestershire

We know that individual schools in Gloucestershire are showing significant impact of the pupil premium funding and that there are pockets of effective practice across the county. The Pupil Premium summit in July 2015 reported “Finding ways to achieve impact on a larger scale is one of the obstacles we face in the drive to raise standards. While there is no one-size-fits-all solution, we do need better systems in place for **sharing** and **collaborating**.”

So the focus this term for Closing the Gap in Gloucestershire is:

- Sharing effective practice
- Collaborating on identified issues

Sharing practice

If your school has successfully narrowed the gap for disadvantaged pupils in a particular area then please let us know by completing the ‘CtG Effective Practice’ form at:

<http://www.gloucestershire.gov.uk/schoolsnet/article/120160/Effective-practice>

We can then share your practice with other schools, as part of the Pupil Premium Toolkit, to support them in closing the gap for disadvantaged pupils.

Collaborating

To help us identify key issues to focus on for closing the gap, we would like to hear from you:

- What are the key issues that need to be addressed this year to help close the gaps for disadvantaged children and young people?
- How can the local authority support you?

Let us know your views by completing a short online survey - there are only 2 questions so it won't take longer than 5 minutes.

<http://www.smartsurvey.co.uk/s/GloucestershireClosingTheGap/>

Alternatively, please feel free to email me – anna.barker@gloucestershire.gov.uk.

Pupil premium toolkit



What's new?

The following sections have been added to the toolkit since the Autumn CtG newsletter:

- Service Premium
- Pupil Premium Plus
- Early Years Pupil Premium

We will continue to develop each section and add more sections, as appropriate. We would really welcome your feedback to ensure we develop the toolkit to best meet your needs. More importantly, we really want your contributions:

- Tell us how you have used some of the tools in the toolkit
- Share tools that you have developed/found

Please send your feedback and contributions to Anna Barker (Education Adviser):

Email: anna.barker@gloucestershire.gov.uk

Telephone: 01452 427256

Events for 2015-16

Date	Event	Time	Venue
19/4/16	Primary Closing the Gap in Phonics (1) – follow up meeting for schools that attended the 7/1/16 event.	1.30pm-3.00pm	The Pavilion, Cheltenham
18/5/16	Primary Closing the Gap in Phonics (2) – follow up meeting for schools that attended the 23/2/16 event.	1.30pm-3.00pm	The Pavilion, Cheltenham
19/5/16	Secondary Pupil Premium Champions Network Meeting	1.30pm-3.30pm	To be arranged
22/6/16	Closing the Gap Conference 2016	9.00am-3.30pm	The Royal Agricultural University, Cirencester

Further details about these events will be sent to schools shortly.

If you are holding any closing the gap events that you would like advertised in this section then please let us know – anna.barker@gloucestershire.gov.uk.