

Closing the Gap GlosEd_Lines

Welcome to the Summer 2016 Newsletter

sharing developments from around the county and updates on national initiatives



Believing in Better

The results show that students' aspirations, in terms of the importance they attach to getting a degree and their plans to go to university, are shaped from an early age by background, neighbourhood and educational influences. Nonetheless, academic self-concept and aspirations both play a significant part in students' A-level outcomes, over and beyond the important influence of background.

There are important differences among students in the general aspirations in terms of the importance they attach to getting a university degree and these are already evident at age 14. Around 61% believe it is very important to get a degree, and only 13% think it is of little or very little importance. In Year 11, 56% thought that it was very important to get a degree, while 20% did not attach much importance to it. Year 11 students also differ in how likely they think it is that they themselves will go on and get a degree. Only 27% of disadvantaged students compared with 39% of those not experiencing disadvantage thought it likely they would go on to university for a degree.

Recommendations

1. Support to encourage reading for pleasure, educational trips and out-of-school studying opportunities should be provided to promote attainment for disadvantaged students at all ages, and especially those who were found to be high attaining at age 11. Enrichment vouchers should be funded through the pupil premium for both primary and secondary pupils.
2. Disadvantaged students should have more opportunities to go to the best schools – those rated outstanding – by Ofsted with fairer admissions policies linked to free school transport.
3. Disadvantaged children should be given the opportunity to attend good pre-school settings with qualified staff.
4. Disadvantaged students should have additional encouragement and support to enable them to engage in self-directed study, do sufficient homework and read more books, the activities that provide extra academic dividends and are linked to aspirations and self-belief. Schools should provide such opportunities where they are unlikely to be available at home.

The full report can be downloaded from the online Pupil Premium Toolkit -

<http://www.gloucestershire.gov.uk/schoolsnet/article/120050/Key-publications>.

Pupil Premium Strategy Statement

From September 2016, maintained schools will be required to publish a pupil premium strategy online, detailing how they intend to spend their allocation to address barriers to learning and the rationale behind the school's decisions. This is set out in paragraph 9 of Statutory Instrument 2016 451 at www.legislation.gov.uk/uksi/2016/451/made and summarised at www.gov.uk/guidance/what-maintained-schools-must-publish-online. Academies and free schools may not be required by their funding agreement to publish their pupil premium strategy online, but are encouraged to do so in the interests of sharing their practice.

The Teaching Schools Council, in partnership with teaching schools, the National College, DfE and the Education Endowment Foundation, have produced example templates for primary and secondary schools.

Pupil premium strategy statement (primary)

As part of your full strategy you will also wish to consider results for specific groups of pupils (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil numbers you may wish to present 3 year averages here.

1. Summary information			
School			
Academic Year	Total PP budget		Date of most recent PP Review
Total number of pupils	Number of pupils eligible for PP		Date for next PP Strategy Review

2. Current attainment		
Levels until the alternative is established.	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving Level 4b or above in reading, writing & maths (or equivalent)		tbc
% making at least 2 levels of progress in reading (or equivalent)		92%
% making at least 2 levels of progress in writing (or equivalent)		95%
% making at least 2 levels of progress in maths (or equivalent)		91%

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	
B.	
C.	
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	

Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of School database; FFT Aspire; staff and pupil consultation; attendance data; Ofsted reports and guidance.

Identify barriers that need to be addressed in-school, as well as external factors such as low parental engagement, poor home learning environment etc.

The templates include sections to support schools to review spending and plan for the next academic year: barriers to be addressed (in-school and external), desired outcomes, planned expenditure and review of expenditure.

The template, along with completed primary and secondary school examples, can be downloaded from the online Pupil Premium Toolkit - <http://www.gloucestershire.gov.uk/schoolsnet/article/120161/Accountability>.

Too much talent going to waste

In the latest HMCI monthly commentary Ofsted's Chief Inspector, Sir Michael Wilshaw, comments on the most able pupils, saying that there is still too much talent going to waste.

What is most depressing is that the brightest children from disadvantaged backgrounds are the most likely not to achieve their full potential. The most able children in receipt of pupil premium funding still lag well behind their more advantaged peers. They are also less likely to be entered for the English baccalaureate (EBacc) than other bright pupils and when they are entered, are less likely to achieve it.

The statistics tell an all too familiar story. Of the disadvantaged most able children who attend a non-selective secondary school, only:

- 60% go on to take the EBacc, and only 44% achieve it, compared with 73% and 62% respectively of those who are not disadvantaged
- 64% get a grade B or above in mathematics GCSE, compared with 81% of those who are not disadvantaged
- 31% get a grade A or A* in mathematics GCSE, compared with 49% of those who are not disadvantaged
- 66% get a grade B or above in English GCSE, compared with 79% of those who are not disadvantaged
- 26% get a grade A or A* in English GCSE, compared with 39% of those who are not disadvantaged

Achieving these higher GCSE grades is a key predictor of success at A-level and progression to the best universities. Non-free school meal (non-FSM) children are twice as likely to go to one of the top third universities (and more than twice as likely to go to one of the Russell Group of universities) than children eligible for free school meals. This disparity risks perpetuating inequality in our society, as the elite professions continue to be disproportionately filled by graduates from these institutions.

Read the full commentary at - <https://www.gov.uk/government/speeches/hmcis-monthly-commentary-june-2016>.

Speech to the Festival of Education

Also worth a read is Sir Michael Wilshaw's speech to the Festival of Education at Wellington College in Berkshire. In this speech he outlines why we have largely failed to address the long-tail of underachievement in our country, containing most of our poorest children.

The transcript can be read at - <https://www.gov.uk/government/speeches/sir-michael-wilshaws-speech-to-the-festival-of-education>.

Funding 2016 to 2017

Pupil premium: allocations and conditions of grant

The DfE have published pupil premium allocations for the 2016 to 2017 financial year based on January 2016 school census data.

More information on the allocations is available at -

<https://www.gov.uk/government/publications/pupil-premium-conditions-of-grant-2016-to-2017>.

Universal Infant Free School Meals (UIFSM): funding allocations

The DfE have published provisional revenue funding allocations for 2016 to 2017 academic year. The total allocation is based on the average number of meals they record in the October 2016 and January 2017 school censuses.

More information on the allocations is available at -

<https://www.gov.uk/government/publications/universal-infant-free-school-meals-uifsm-funding-allocations-2016-to-2017>.



Pupil Premium Awards 2016

Schools across the country which have helped improve the life chances of disadvantaged children were celebrated on 12 May 2016 at the 2016 Pupil Premium Awards.

The categories and winners were:

- special and alternative provision schools category: The Link School Pallion (North East)
- infant, first and key stage 3 schools category: Greenfylde C of E First School (South West)
- key stage 4 schools category: La Retraite RC School (London)
- key stage 2 schools category (joint winners): Edward Pauling Primary School (London) and Northern Saints C of E Primary School (North East)

Northern Saints Church of England Primary School, Sunderland, joint winner of the key stage 2 category, demonstrated innovation by forming partnerships with local museums. The school used heritage materials and resources to develop disadvantaged pupils' problem-solving skills on visits to the Victorian school and Edwardian bakery.

More details can be found at - <http://www.pupilpremiumawards.co.uk>



SLIMBRIDGE
primary school

Effective practice

Slimbridge Primary School, awarded a Platinum award by OPAL (Outdoor Play and Learning) on 29th June, share their effective practice in this area.

At Slimbridge Primary School we have been implementing the OPAL programme for the past two years. This is a school improvement programme which aims to strategically and sustainably improve the quality of children's play at lunchtimes. Children attend primary school for 7 years and 1.4 of those years are spent outside playing, making it crucial that this time is productive!

As a school, with the help of the OPAL mentor, we have changed the way we think about lunchtimes. The children now use the whole school site (rather than just the concrete playground) and all have access to wellies to make this practical all year round. We have done away with traditional playground toys and now have a 'Scrap shed' full of loose parts which the children use for imaginative play. The children are encouraged to assess their own risks and it is not uncommon to spot children climbing up trees... We have also set up a Mud kitchen, a large sand pit and dens made from pallets!

This has meant a big culture shift as a school, for staff, children and parents. Our lunchtime supervisors have been re-branded as the 'Play Team' whose role is to facilitate the children's play. The OPAL mentor has provided us training for staff and parents, as well as with appropriate policies and sample risk assessments.

As a result, our lunchtimes are now far happier, we have less (rather than more) accidents, and there is less time spent at the start of the afternoon dealing with the fallout of lunchtime! The children are also being provided with more opportunities for imaginative play and we have seen the results of this in their writing.

For further details can be found at www.outdoorplayandlearning.org.uk or contact Kathryn McNamara (Co-Headteacher).



Effective practice

Belmont School, national runners up in 2015 Pupil Premium Awards, share the strategies and initiatives that have enabled them to close the gap for disadvantaged pupils.

At Belmont we have created a bespoke intervention tracking system to meet the needs of our school which includes our Personal, Social and Emotional tracker. Pupils are tracked every ½ term on their attitude to others, lessons, behaviour and their independence. The scores are then analysed to see which possible interventions should be implemented.

Belmont AFA Personal Social and Emotional Factors Entry		= Pupil Premium Pupils												= Pupil Premium Pupils															
CLASS 5	PLEASE ENTER: None - 1 Somehow - 2 Mostly - 3 Always - 4	Pupil A				Pupil B				Pupil C				Pupil D				Pupil E				Pupil F							
		Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
		Attitude to others	Respectful attitude towards all staff (School/Personal/Community)	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Attitude to lessons	Engaged with lessons (attitude to lessons)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Attitude to behaviour	Respectful attitude towards all staff (School/Personal/Community)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Attitude to independence	Respectful attitude towards all staff (School/Personal/Community)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Attitude to others	Respectful attitude towards all staff (School/Personal/Community)	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Attitude to lessons	Engaged with lessons (attitude to lessons)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Attitude to behaviour	Respectful attitude towards all staff (School/Personal/Community)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Attitude to independence	Respectful attitude towards all staff (School/Personal/Community)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Attitude to others	Respectful attitude towards all staff (School/Personal/Community)	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
Attitude to lessons	Engaged with lessons (attitude to lessons)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Attitude to behaviour	Respectful attitude towards all staff (School/Personal/Community)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Attitude to independence	Respectful attitude towards all staff (School/Personal/Community)	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
Total Score - 1		20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Total Score - 2		20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Total Score - 3		20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Total Score - 4		20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20
Overall Score		80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80	80

Information is analysed by the Intervention Lead to highlight the main needs and to create timetables for the intervention staff. Intervention registers have been created to track the number of interventions a pupil has received. Termly evaluations are completed to ensure that an intervention is having an impact and this is compared to their latest PSE scores.

Academic mid point reviews are carried out to ensure that all pupils are making progress or are offered the right intervention to ensure they will make progress.

We are now tracking pupils' personal, social and emotional well being through a program called THRIVE, to be able to better monitor a pupils progress within this area of development.

For more information please contact Katy Hanna (Assistant Headteacher).

Closing the Gap Conference 2016

Thank you to everybody who attended and supported this year's closing the gap conference to make it a really successful day. Materials from the day have been uploaded to the Pupil Premium Toolkit:

<http://www.gloucestershire.gov.uk/schoolsnet/article/120162/Event>

Materials include the presentation from the keynote provided by Dr Lee Elliot Major (Chief Executive from the Sutton Trust) and James Richardson (Senior Analyst from the Education Endowment Foundation) along with resources from the following workshops:

- Developing resilience
- Leading improvements
- Closing the Gap in English
- Measuring progress
- Creative and personalised approaches
- Whole school approaches
- Engaging parent and pupils

Pupil premium toolkit



What's new?

The following sections have been developed since the spring CtG newsletter:

- [Support](#) – details of support available from the local authority, schools and other agencies
- [Effective practice](#) – the beginnings of a directory of local effective practice

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:

- Share your effective practice
- Share resources/support that you have developed/found

Please send your feedback and contributions to anna.barker@gloucestershire.gov.uk