Closing the Gap

Welcome to the Spring 2018 Newsletter

- sharing developments from around the county and updates on national initiatives

Headline Data 2015-17

Achievement data for disadvantaged pupils in Gloucestershire compared with national, from 2015-2017, for EYFS, phonics, key stage 1, key stage 2 and key stage 4 can be downloaded here.

KS2 - % attaining level 4+/expected standard or above

		Gloucestershire			National		
		2015	2016	2017	2015	2016	2017
RWM combined	**Disadvantaged**	65	37	41	70	39	48
	Other	86	59	66	85	60	67
	Difference	**-21**	**-22**	**-25**	**-15**	**-21**	**-19**
Reading	**Disadvantaged**	81	55	58	83	53	60
	Other	94	75	79	92	72	77
	Difference	**-13**	**-20**	**-21**	**-9**	**-19**	**-17**
Writing	**Disadvantaged**	76	57	56	79	64	66
	Other	93	74	78	90	79	81
	Difference	**-17**	**-17**	**-22**	**-11**	**-15**	**-15**
Mathematics	**Disadvantaged**	76	53	59	80	58	63
	Other	91	75	80	90	76	80
	Difference	**-15**	**-22**	**-21**	**-10**	**-18**	**-17**
EGPS	**Disadvantaged**	69	55	59	71	61	66
	Other	86	75	82	84	78	82
	Difference	**-17**	**-20**	**-23**	**-13**	**-17**	**-16**

The EEF has published a report - *The Attainment Gap* 2017 - which assesses the gap through the lens, first, of children and young people; and secondly, of schools, as well as early years and post-16 settings. It highlights and summarises what they believe are the key issues, and how analysis of these informs their practical work with teachers and senior leaders.

The report includes a summary of the 15 lessons the EEF has learned from their six years funding work to generate evidence of 'what works' to improve teaching and learning; and then scaling that evidence to create the maximum possible benefit for children and young people, particularly those facing disadvantage.

5 steps to applying evidence in your classroom

EEF have developed a 'school improvement cycle' to support senior leaders in thinking through how best to apply evidence in schools and settings. This is a 5-step process which, supported by key EEF resources, can help ensure effective programmes and approaches are successfully integrated into your school's life.

Step 1: Decide what you want to achieve
Identify school priorities using data and your professional judgements.

Resources:
- Families of Schools Database – find out how your school compares to other, similar schools.
- Assessing and Monitoring Pupil Progress – a guide to help track pupils' progress and assess their mastery of knowledge and concepts.

Step 2: Identify possible solutions
Consider a range of high-quality evidence to inform your choices.

Resources:
- Teaching and Learning Toolkit – an accessible summary of the international evidence of teaching 5-16 year olds.
- Early Years Toolkit - an accessible summary of educational research for early years teaching.
- Promising Projects – EEF funded projects which have shown promising results when trialled.

Step 3: Giving it the best chance of success
Identify and apply the ingredients of effective implementation.

Resources:
- Putting Evidence to Work: A School's Guide to Implementation – NEW guidance report
- Guidance Reports – clear and actionable guidance for teachers on a range of high priority issues.

Step 4: Evaluating impact
Determine the impact of change and identify potential improvements for the future.

Resources:
- DIY Evaluation Guide – an interactive tool supporting teachers to conduct evaluations of new programmes in your own context.

Step 5: Securing and spreading change
Mobilise the knowledge and use the findings to inform the work of the school to grow or stop the intervention.

Resources:
- Research Schools Network – Research Schools aim to lead the way in the use of evidence-based practice and bring research closer to schools.
- Strategic School Improvement Fund (SSIF) – guidance for schools bidding for the Department for Education's Strategic School Improvement Fund.

Putting Evidence to Work: A School's Guide to Implementation

A new guidance report to support schools applying any improvement decision: programmes or practices; whole-school or targeted approaches; internal or externally generated ideas. It includes 6 recommendations for senior leaders and teachers wanting to make change happen in school:

1. Treat implementation as a process, not an event; plan and execute it in stages.
2. Create a leadership environment and school climate that is conducive to good implementation.
3. Define the problem you want to solve and identify appropriate programmes or practices to implement.
4. Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.
5. Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time.
6. Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture its use.

The guidance report, and supporting materials, can be downloaded here.

New Maths Tool

The EEF has just published a Red Amber Green (RAG) self-assessment guide to accompany the guidance report - Improving Mathematics in Key Stages 2 and 3 – which sets out 8 evidence-based recommendations on the effective teaching of maths. This self-assessment guide describes what 'ineffective', 'improving' and 'exemplary' practice can look like in relation to each of the recommendations.

The self-assessment guide can be downloaded here.

Making Best Use of Teaching Assistants

The EEF continues to add to the bank of resources that sit alongside this guidance report. Resources available are:
- Guidance report
- Summary of recommendations
- Ten reasons to improve the use of teaching assistants
- Acting on the evidence
- A self-assessment guide
- Online audit surveys
- TA observation schedule
- Visioning exercise
- Action planning template
- TA policy template
- Teacher-TA agreement template
- Scaffolding framework for teaching assistant-pupil interactions
- Interventions health check
- Evidence-based TA-led literacy and numeracy interventions

The guidance report and resources can be downloaded here.

Maximising the Impact of Teaching Assistants

The MPTA/MITA website provides courses , resources and consultancy focused on maximising the practice and impact of teaching assistants, including:

- Guidance for school leaders and teachers

- A guide to useful online resources

- Professional standards for teaching assistants

- The teaching assistants guide to effective interaction

- Scaffolding lanyard template

- Teaching assistant deployment review guide

- CPD for teaching assistants and teachers

- And much more…

Evidence to inform choices

In addition to the Education Endowment Foundation, the following organisations provide information to support schools to make evidence-based decisions:

Evidence 4 Impact
E4I is an independent service that provides teachers and school leaders with accessible information on which educational interventions have been shown to be effective. E4I supports educators in using evidence-based practice in order to improve outcomes for children.
http://www.evidence4impact.org.uk/

The Early Intervention Foundation
The EIF guidebook provides information about early intervention programmes that have been evaluated and shown to improve outcomes for children and young people. The EIF has rated the strength of evidence for a programme's impact and its relative costs.
http://guidebook.eif.org.uk/

The What Works Clearinghouse
WWC reviews the existing research on different programs, products, practices, and policies in education. They aim to provide educators with the information they need to make evidence-based decisions. https://ies.ed.gov/ncee/wwc/

FREE Refreshing Phonics

Schools should undertake regular phonics refresher training to ensure correct pronunciation of phonemes, accurate understanding of phonemes/graphemes/morphemes and language used. This is one of the recommendations from the 'Improving literacy at KS1' project based on the Education Endowment Foundation (EEF) guidance report. In response to this recommendation we have organised FREE 'Phonics refresher' sessions across the county:

3rd May 2018, 2pm-4pm, at Warden Hill Primary in Cheltenham

9th May 2018, 2pm-4pm, at Gotherington Primary in the Tewkesbury locality

17th May 2018, 2pm-4pm, at Severnbanks Primary in the Forest of Dean

21st May 2018, 2pm-4pm, at Fairford C of E Primary in South Cotswolds

7th June 2018, 2pm-4pm, at The Cotswold School in the North Cotswolds

18th June 2018, 2pm-4pm, at Longlevens Infants in Gloucester

26th June 2018, 2pm-4pm, at King's Stanley in Stroud

The sessions will be led by Jo Skelton (Independent English Consultant) and will focus on basic subject knowledge for teachers and teaching assistants from any year group.

A maximum of 2 places per school are available initially which will be allocated on a first-come first-served basis.

To book a place, please complete and return the booking form.

GOV.UK

Pupil Premium funding 2018-19

The Pupil Premium Grant per pupil for the financial year 2018 to 2019, beginning 1st April 2018, is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 recorded as Ever 6 free school meals	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
Service children	Pupil premium per pupil
Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£300

Further details can be found here.

Pupil Premium Awards 2017

Case studies for all the 2017 national and regional winners are available here.

The national winners for each category are:

- early years winner: Comet Nursery School & Children's Centre, Hackney (London)
- primary winner: Springfield Junior School, Suffolk (East of England)
- secondary winner: Sacred Heart RC School, Camberwell (London)
- pupil premium plus winner: Rose Bridge Academy, Lancashire (North West)
- special and alternative provision schools category: Bristol Gateway, Bristol (South West)

Updated: Guide to Effective Pupil Premium Reviews February 2018

Developed in partnership with teaching schools, NCTL, DfE and the Education Endowment Foundation, the Spring 2018 Guide to Pupil Premium Reviews updates the document first published by the Teaching Schools Council in November 2014.

The guide has been developed for school and system leaders and provides a rigorous and tested framework which reviewers and supported schools can use to make the most of a pupil premium review. The guide sets out a simple, four step process for a review, including self-evaluation by the supported school and the creation of an action plan for the school.

Guide can be downloaded here.

If you have any comments or anything to share for the next edition, please contact Anna Barker: anna.barker@gloucestershire.gov.uk