

Pupil Premium 2014 Award Winners

Primary

- National Winner: Park Junior School, Shirebrook, East Midlands – see *case study A below*.
- National Runner Up: St Joseph's Catholic Primary School, Holborn, London

Regional Winners

- Queens Park Academy, Bedford, East of England
- St Francis CofE (Aided) Junior School, Newton Aycliffe, North East
- All Saints C.E. Primary School, Whitefield, North West
- IQRA Slough Islamic Primary School, Slough, South East
- Morice Town Primary School, Plymouth, South West
- Flax Hill Junior Academy, Tamworth, West Midlands
- St Andrews CE Primary School (VA), Hull, Yorkshire and the Humber – see *information from the school's website below*

Secondary

- National Winner: Millfield Science & Performing Arts College, Thornton-Cleveleys, North West – see *case study B below*.
- National Runner Up: Goffs School, Cheshunt, East of England

Regional Winners

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- De Lisle College. Loughborough, East Midlands
- St Thomas More Catholic School, Wood Green, London
- Bishop Barrington School, Bishop Auckland, North East
- Wilmington Academy, Dartford, South East
- West Exe Technology College, Exeter, South West
- Ormiston Sir Stanley Matthews Academy, Stoke-on-Trent, West Midlands
- South Hunsley School and Sixth Form College, Melton, Yorkshire and the Humber – see *information from the school's website below*

Case Study A - Park Junior School (primary national award winner)

1. Introduction

The school is an average-sized junior school in Nottinghamshire, in an area of high social deprivation. In 2012-13, 47% of pupils attracted the pupil premium and the school received £94,000 in pupil premium funding. All pupils at the school, including those who are disadvantaged, achieved level 4 or above in reading, writing and mathematics at the end of key stage 2 in 2013. This makes Park Junior one of the top 250 performing primary schools in terms of the progress and attainment of both all pupils and disadvantaged pupils.

2. What did they do?

When the pupil premium was first introduced in 2011, the school had successfully introduced a school-wide system to reward pupils who apply themselves in class and meet the school's high standards for behaviour. Such pupils become 'Super Students' and earn 'Pride Points' that can be spent on items in the pupil-run school shop, or on privileges such as running their own clubs and assemblies without any adults present. Pupils are told that 'the more you learn, the more you earn', to emphasise that by working hard in class they can acquire more of the school's currency – and real financial benefits in later life.

This approach has increased pupils' motivation to study, and they better understand their roles and responsibilities within their education. But the school saw that further action was needed to ensure that these gains could be translated more fully into improved attainment. The school decided that it was imperative to empower pupils to drive their own learning, in a structured and supported way. This arose from the executive head teacher reading the evidence cited in the Sutton Trust/EEF Teaching and Learning Toolkit (on feedback, meta-cognition, peer tutoring and collaborative learning), and subsequently meeting with the Sutton Trust/EEF to discuss ideas.

The result was the school's 4 Steps strategy. This gives pupils a clear method to use when they encounter something in a lesson that they do not understand or cannot do:

- Step 1: look up at the whiteboard
- Step 2: look down at your book (and review what you have learned previously)

- Step 3: ask a friend to teach you
- Step 4: put your hand up and ask the teacher to teach again and if you are still stuck ask the teacher to teach again

Pupils are trained by the executive head teacher in how to apply the approach, using videos and presentations produced by the school. The outstanding learning behaviour in the classroom allows the teacher to teach in a fundamentally different way. This they call 'Precision Teaching'. Through a combination of effective assessment for learning and pupils' advanced learning behaviours, the children make hugely accelerated progress through every lesson. Each lesson is organised around 8-10 teaching interventions by the Outstanding Teaching Team, with pupils studying in small, self-selecting groups.

The strategy has transformed pupil learning in the school. Pupils are completely focused and engaged, and a lot of the time work independently of the teacher and support one another. All pupils understand that if they can complete an objective, they are responsible for progressing to the next one. The strategy enables every pupil to keep on making progress at all points of every lesson, and there is a huge emphasis on the pace of study. The school's 2014 Ofsted report states that "teachers consistently challenge the pupils and are regularly heard to say, 'Not a minute needs to be lost with our learning'. This means progress in lessons is often outstanding."

The pupil premium funding has been used to support all of these developments – contributing to the costs of the reward system, engaging with the Sutton Trust/EEF, producing the pupil training videos and recruiting additional 'apprentice assistants' who support pupil premium-eligible pupils individually or in small groups.

3. What next?

As all pupils at Park Junior now achieve the expected standard in reading, writing and mathematics at the end of key stage 2, the focus is on increasing the proportion of disadvantaged pupils who achieve a higher level in this assessment.

The school also plans to improve teaching quality through adapting the 'lesson study' model that it already uses. This involves a teaching team designing a lesson, which one teacher then delivers while the others observe and analyse, with the lesson plan then being refined. The school will adapt this model to its own setting, where the pace and coverage of lessons are heavily pupil-driven rather than being entirely pre-planned.

The school's ambition is also to develop a 'learner study' equivalent, in which pupils will look at the quality of their peers' learning, and feed back to them on it.

Primary regional winners (Yorks and Humber) St Andrew's CE Primary School, Hull (information from the school website regarding 2013/14)

Pupil Premium Grant 2013/14

For the academic year 2013/14 we receive £600 per pupil for FSM and £300 for Service children – total allocation £61,450. The table below details how we plan to use the money.

Activity / Initiative / Staff	Purpose/ Intended impact
Extra teaching and support staff in Year 1 – additional tuition one day per week	Raise attainment in Year 1 for FSM pupils
Extra teaching and support staff in Year 6 –additional tuition two days per week	Raise attainment in Year 6 for FSM pupils
Additional staffing in years 1-6	Raise attainment in KS2 for FSM pupils
Reading Recovery support increased	Raise attainment in Year 1/2 for FSM pupils
ICT provision increased/improved	Ensure children have additional equipment to promote independent research and independent learning - also promote enjoyment and engagement
Purchase of a new maths scheme	To develop maths skills across the school and close the gap in attainment
Lexia scheme/ Phonics support	Daily phonics support through ICT and TA support - intervention programme closely linked to reading support work
Music Tuition	To support one of our Service children – develop enjoyment and engagement

Purchase of Assertive mentoring scheme	Assertive mentoring programme to develop independent skills, one to one tuition, accurate Maths and English assessment
Greater variety of extra-curricular clubs	To promote attendance and engagement in all school curriculum areas
Subsidising of trips when applicable	Increase in attendance and engagement
To create reading resource research areas in Upper and Younger school	KS1 – Reading recovery/ phonics support room, KS2 – Independent learning/resource area Encourage independent working – promote raised levels of self-confidence, enjoyment and engagement
Re-launch of 'DAZZLE' and 'Crackerjack' (sessions of engaging, enjoyable activities to promote enjoyment of learning) along with increase in number of visiting coaches	Celebrate musical/ creative arts talents throughout the school Further improve enjoyment/engagement. and attendance Create increased opportunities for Pupil Directed Learning

Case Study B - Millfield Science and Performing Arts College (secondary national award winner)

Introduction

Millfield is a smaller than average sized secondary school of 800 students. The proportion of students known to be eligible for the pupil premium is above average and their proportion of students of minority ethnic heritage is lower than average. The ever 6 PP figure is 30%. In 2013, 73% of disadvantaged pupils achieved at least 5+ A*-C GCSEs (or equivalent) including English and maths GCSEs compared to 76% of other pupils.

In 2014 disadvantaged students out performed more disadvantaged students by a figure of about 2% for 5 A* - C EN/MA, English progress and Maths progress. For example expected progress for disadvantaged was 96%, for none disadvantaged was 92%. "The school makes good use of pupil premium funding to provide additional support to eligible students. All teachers have a high awareness of target groups, so students' additional needs are similarly well attended to in lessons. As a result, the gap between these students' achievements and that of their peers is narrower than it is nationally." Ofsted Inspection Report October 2012.

"We see no barriers to achievement; we accept no excuses for failure" S M Bullen (head teacher Millfield Science and Performing Arts College).

What did they do?

Millfield College has 4 key strategies when using the pupil premium:

1. Big investment in new Maths and English Teachers to create smaller English and Maths classes – this has been particularly successful in Millfield.
2. Use of Pupil Premium co-ordinators in core subjects. The school has 3 members of staff tasked with monitoring and intervening for Pupil Premium students.
3. Work on Wednesday' day every Wednesday in Year 11. Some Students on target go out to local primaries or businesses and complete a day's work experience in an area of personal choice. Students not on target stay in school to do extra Maths and English with their class teachers.
4. Team Millfield a team of staff, parents and students who work together providing additional pastoral staffing to work on one to one mentoring and support with a focus on students who are eligible for the pupil premium.

The school has restructured staff within school to add an additional emphasis on Student Support Services as a central support mechanism for all students. They have made available considerable additional targeted time from their teaching assistants to run catch up and support sessions, for example in English, Maths, Homework Club and Breakfast Clubs for disadvantaged students.

The College's Pupil Premium Strategy Group meets half termly to monitor the progress of pupils who attract the pupil premium. The pupil premium co-ordinators provide termly reports in English, Maths and science to the Group.

What next?

The school is part of an organised network of other schools that learn from each other and share good practice. They have successfully bid for £10,000 (local source) to support a project of 5 local schools looking at the impact of pupil premium funding. Millfield has also arranged a pupil premium training day in November to share good practice with other local schools. 34 colleagues attended.

In addition, the Headteacher has delivered bespoke sessions on PP to Cumbrian Headteacher's, Stockport Headteacher's and North-West Manchester Headteacher's. He is also speaking briefly at the National PP Conference in London in February.

Secondary regional winners – South Hunsley School and Sixth Form College, East Riding (information from the school website)

South Hunsley School and Sixth Form College has been named secondary school of the year for the Yorkshire and Humber region in the Pupil Premium Awards 2014.

South Hunsley has been awarded this accolade in recognition of the way the pupil premium funding has been allocated and how this helped improve the progress levels being made by pupil premium funded students during their GCSE years. Pupil premium funded students in South Hunsley have made the same levels of progress in the school in English as other groups of students. In Maths, the additional intervention has meant that pupil premium funded students are predicted to make more progress than some other groups of students.

South Hunsley has used its Pupil Premium to implement a number of schemes throughout the school to help all students to achieve their full potential whilst also specifically supporting students identified for pupil premium support. Pupil premium funding has been used to introduce literacy and numeracy programmes, set up holiday and after school boosters and offer peer to peer reading registrations and numeracy mentoring. Personalised timetables, speech and language therapy, social skills and life skills groups and mentoring for students with low self-esteem have also contributed to narrowing the gap in student attainment at South Hunsley.

Julie Wickenden, Assistant Headteacher for Inclusion said: “We are absolutely delighted with this recognition. We have high aspirations for all of our students and it is always a team effort to help them reach their potential and ensure any unmet needs are addressed swiftly. This award reflects the hard work of our Maths and English departments, our Inclusion team, the Pastoral team and all teachers who work with our students.”

In a letter from the Deputy Prime Minister, South Hunsley is praised for its hard work in boosting the attainment of pupil premium students: “This is a huge achievement and reflects the hard work of you, your team and your pupils. We received nearly 200 entries this year and the standard was very high.”

Chris Abbott, Executive Principal of South Hunsley, also shares her delight: “This is a fantastic achievement for the school and I am so pleased the hard work of all our staff and pupil premium students has been recognised on a national level.”

Pupil Premium is additional funding allocated to schools to support specific students to raise achievement and improve education outcomes. These students are identified from families who are eligible for free school meals, looked after children and those students with parents in the armed forces. Funding is provided to make sure these groups of students have the same educational chances as other groups of students.