



ACHIEVEMENT UNLOCKED IN NORTH YORKSHIRE

Improving Outcomes for
Disadvantaged Learners
2016/17

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INTRODUCTION

Educational outcomes in North Yorkshire are some of the best in the Country, and we are rightly proud of that. But this is not true for all of our children. We know that the progress made by our most disadvantaged young people does not yet match that of their peers at all key stages and the gaps between those eligible for free school meals, and others are still wider in North Yorkshire and in comparison to other pupils nationally. This is reflected in the 2016 Social Mobility Index¹ which compares the chances that a child from a disadvantaged background will do well at school and get a good job across each of the 324 local authority district areas of England.



In recent years there has been progress in the County, especially in raising achievement for our disadvantaged pupils in early years and at Key Stage 4; however, this remains inconsistent. For some of our pupils the gap in attainment is not yet closing, for example some of our disadvantaged pupil groups and pupils with special educational needs and disabilities.

The Achievement Unlocked Collaborative Partnership has enabled us to build on the progress that has been made within the county, but also to look beyond and learn from excellent, and evidence based, practice which has brought about improvement in outcomes for disadvantaged learners and those with special educational needs in other local authorities. We have valued greatly the partnership with the National Education Trust and inspirational school leaders from outside the county who have joined with us to share with us their school's journeys which have brought about improvement in outcomes for their learners.

We would like to thank the North Yorkshire schools involved in Achievement Unlocked for the commitment and energy they have brought to the collaborative partnership. For many this has resulted in a significant refocus within strategic planning to ensure that provision is better meeting the needs of disadvantaged learners and their families. You will find this exemplified in the case studies arising from the Achievement Unlocked schools which share how school leaders have brought about change in ethos, culture, quality first teaching and learning, use of targeted intervention and partnership with parents and carers. We know that there is early indication of impact in Achievement Unlocked schools shared through the data in this report and the individual school case studies. We are confident that the dissemination and learning from this work will inform on-going improvement in outcomes for disadvantaged learners in North Yorkshire schools, aligned to priorities identified in the North Yorkshire Children and Young People's Plan 'Young and Yorkshire'² and harnessing opportunities, for example through the new Scarborough Opportunities funding promoting Social Mobility.

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¹ Social Mobility and Child Poverty Commission, 'The Social Mobility Index 2016' <https://www.gov.uk/government/publications/social-mobility-index>

² Children and Young People's Plan 'Young and Yorkshire' <http://www.northyorks.gov.uk/article/23982/Our-key-strategies-plans-and-policies>

'Achievement Unlocked' was a funded opportunity to work in a collaborative partnership with up to 45 invited schools across North Yorkshire county to improve outcomes for disadvantaged pupils. Whilst in many of the schools outcomes for pupils overall were good, outcomes for some groups of pupils, including disadvantaged and for some schools also pupils with a special educational need/disability, were variable.

The 'Achievement Unlocked' participating schools reflected a wide range of contexts – primary, secondary, rural, urban, across all areas of the county. All had sizeable cohorts of disadvantaged pupils. Within the collaborative partnership every school has been able to develop its own focus of activity tailored to the needs of its community. This will be reflected in the case studies that are shared in this report. This has brought a very rich and diverse range of experience into the collaborative working and shared learning within and beyond the partnership.

Programme duration: 15 months

Participation in the Achievement Unlocked Collaborative Partnership enabled access to:

- An initial launch event for Achievement Unlocked schools on best practice with the Pupil Premium, including national and local contributors. This included a key focus on evidence based practice.
- Preparation, memorandums of understanding and agreeing a schedule for school visits by the National Education Trust and local authority advisers.
- Guidance for schools on action planning, delivery, monitoring and evaluation.
- Identification of school CPD needs and delivery of bespoke CPD to schools.
- A school/area based governors training session.
- A half day in each school followed by a mini Pupil Premium review report to Senior leaders and governors for schools visited by the National Education Trust.
- Metacognition training CPD day for all schools and follow up metacognition local network meetings.
- The Maximising the Impact of Teaching Assistants Programme.
- An interim CPD day with key notes by school leaders from outside North Yorkshire and metacognition workshop.
- A half day follow up evaluation review visit.
- A project report which will analyse current practice and strategy, consider national good practice in relation to the school.
- A 'wrap up' Sharing Learning/Dissemination conference open to all North Yorkshire schools, to include presentation of the report, local and national good practice with the Pupil Premium.
- Final whole school impact analysis and LA performance data analysis will be shared with participating schools.



PARTICIPATING SCHOOLS

Alverton Community Primary School
Barlby Bridge Community Primary School
Barrowcliff School
Barwic Parade Community Primary School, Selby
Braeburn Primary and Nursery School
Brayton Church of England Voluntary Controlled Primary School
Brompton Community Primary School
Camblesforth Community Primary School
Carnagill Community Primary School
Colburn Community Primary School
Easingwold Community Primary School
Forest of Galtres Anglican Methodist Primary School
Foston Church of England Voluntary Controlled Primary School
Friarage Community Primary School
Gladstone Road Primary School
Glusburn Community Primary School
The Graham School
Hookstone Chase Primary School
Kirk Fenton Parochial Church of England Voluntary Controlled Primary School
Lady Lumley's School
Malton Community Primary School
Moorside Junior School
Northallerton School & Sixth Form College
Norton Community Primary School
Overdale Community Primary School
Riccall Community Primary School
Richmond Church of England Voluntary Controlled Primary School
Riverside Community Primary School
Romanby Primary School
Saltergate Community Junior School, Harrogate
Scalby School
The Skipton Academy
South Milford Community Primary School
Sowerby Community Primary School
St John Fisher Catholic High School, Harrogate
St Mary's Catholic Primary School, Knaresborough
St Mary's Roman Catholic Primary School, Selby
Stakesby Community Primary School
Starbeck Community Primary School
Terrington Church of England Voluntary Aided Primary School
Thirsk Community Primary School
Thorpe Willoughby Community Primary School
Tockwith Church of England Voluntary Controlled Primary School
Wavell Community Junior School, Catterick Garrison

Schools that have improved and sustained successes through Achievement Unlocked are those that have adopted a strategy based on the active ingredients for success for pupils from disadvantaged backgrounds. They use evidence based activities and apply them to school and community contexts.

Principles

Successful schools work to the following principles:

- That the primary purpose of the Pupil Premium is to maximise access to high quality teaching for disadvantaged learners. High quality teaching has a disproportionately positive effect on disadvantage learners.
- The Pupil Premium may need to be used to remove barriers to accessing high quality teaching.
- That teachers feel accountable for the progress and attainment of all pupils in their class, regardless of background or barrier to learning.
- Pupil Premium focused on the needs of pupils, rather than on simplistic labels or accountability measures.
- That the use of Pupil Premium is not only solely focussed on low prior attaining pupils or 'catch up' strategies.
- The Pupil Premium is one part of a whole school strategy that produces sustainable improvements for disadvantaged pupils.
- That Ever6 is a blunt proxy for socio-economic disadvantage

Leadership, Culture and Values

"You never really understand a person until you consider things from his point of view... Until you climb inside of his skin and walk around in it." – Harper Lee, *To kill a Mockingbird*

"We introduced a more inclusive behaviour policy... the behaviour of disadvantaged students has improved significantly; the number of students in internal isolation and receiving fixed term exclusions has halved in 2016." – **Scalby School**

Getting culture, ethos and values right in all aspects of school life are critical for improving outcomes for disadvantaged pupils, from school reception to the classroom.

Disadvantaged pupils access a broad, knowledge rich curriculum, regardless of background or barrier to learning. In secondary schools, disadvantaged pupils sit as many GCSE examinations as their more fortunate peers. Where additional support in core subjects are required in core subjects, this is additional and extra to the wider curriculum.

Middle leaders are critical in ensuring that strategies actioned in classrooms on a day to day basis. They are critical for internal quality assurance – for example, for ensuring that pupils in their phase or subject area are not

disproportionately working with unqualified or unexperienced adults. They are critical for ensuring that high quality teaching strategies such as additional feedback or modelling of language are directed at those that need it the most on a day to day basis.

Teachers should understand the evidence about how to improve outcomes for disadvantaged learners. This is key to success; the understanding that professional development and more time with high quality teachers is more effective than 'another adult to work with them'.

"It took many meetings and lots of robust professional discussions to help everyone see that we needed to be doing more for these pupils who have less." – **Lady Lumley's School**

Consider carefully whether the Pupil Premium focussed on evidence based early intervention rather than trying to 'pull up' pupils to meet accountability targets by overly focusing on activities in in upper key stage 2 and key stage 4. This leads to schools remaining 'cohort vulnerable'.

High Expectations

"Our strategy needed to be... a long term strategy addressing low points of on entry; fewer interventions and a catch up culture moving to a keep up culture; high expectations and mixed ability grouping in all lessons; teachers taking responsibility for the disadvantaged learners in their class; strengthened SLT with a sharp focus on achievement for all." – **Sowerby School**

Disadvantaged pupils need the highest of expectations in all aspects of school life. Robust self-evaluation as to whether this is the case is critical. A collective understanding and belief that every pupil can attain well is fundamental. Schools that have high expectations are those where:

- Disadvantaged pupils do not disproportionately work with less experienced, less well qualified staff.
- Disadvantaged pupils are not simply grouped together based on prior attainment, without access to language, good behaviour for learning role models or peers with higher self-esteem.
- There is access to a broad and balanced curriculum; intervention is additional and extra to this.
- There is no use of limiting language such as 'bottom set' or 'low ability pupils'.
- Pupil Premium is focused on all eligible pupils, not just low prior attainers

Schools can secure high expectations by deployment of research and evidence, particularly in relation to the Teaching Assistants and grouping of pupils.

<http://maximisingtas.co.uk>

<http://www.ucl.ac.uk/ioe/departments-centres/centres/groupingstudents/>

It is critical that all schools engage with research on best practice for disadvantage learners, not just those schools that are performing well.

Understanding Barriers

It is critical that schools have a clear understanding of the barriers to learning at:

- School level – access to high quality teaching and learning
“Some of the Pupil Premium grant was redirected to release teachers in EYFS and KS1 to provide focused intervention” – Easingwold Primary School
- Community level – *“We aimed to enrich the experiences beyond the locality for [disadvantaged children] with a focus on developing rich vocabulary.” – Malton Primary School*
- Pupil and family level – *“Contrary to the staff’s collective hunch that our [disadvantaged pupils] pupils lack aspiration, our questioning found no evidence to support this.” – Saltergate Junior School*

Without a thorough knowledge and understanding of barriers to learning, strategies tend to rely on hope, rather than precision. It is particularly important to understand barriers within school through robust, open and honest self-evaluation. Without this, the use of pupil premium tends to risks resembling a Jackson Pollock’s Convergence as opposed to a high quality strategy.

The work on barriers to learning at **St Mary’s Catholic Primary School** in Knaresborough is important because school leaders have looked to what barriers lie in school, rather than assume they simply exist within pupils and families.

“Pupils from disadvantaged backgrounds do not make the same rate of progress as their peers. We believed the quality of teaching and learning for these pupils was equal, however, additional provision was needed... to help them achieve their potential. We considered the following questions:

- *Do Teaching Assistants currently impact on attainment at our school?*
- *Can we further personalise learning so that all pupil’s needs are met daily?*
- *Is a positive; earning culture embedded across the school in all stakeholders.”*

The forensic approach by **Riccall Primary School** highlights an effective approach both of identifying barriers and targeted strategies:

“We reviewed our provision for disadvantaged learners. Historically, funding has been spent on additional teaching assistant support in class.

Whilst disadvantage pupils at our school attained better than their disadvantaged peers nationally, they did not do as well as their [more fortunate] peers at the school. We carried out non-verbal and verbal reasoning assessments and pupil interviews. There was little difference in the test scores in the assessments. However, their attitudes to school, learning and self-confidence were significantly different. Therefore, we decided to focus on addressing their attitudes towards school.

High levels of TA support were not having sufficient impact on pupil progress and attainment. Therefore, we decided to take part in the Maximising Impact of Teaching Assistants (MITA Project).”

Key questions that effective schools consider:

- Have our disadvantage pupils accessed high quality early years provision?
- That assumptions are not made about why pupils and their families find it difficult to engage with learning.
- They do not make assumptions about the experiences and loves of disadvantage pupils.
- That barriers to learning may sit within schools as well as the community and families – *“We identified... the need to change the mindsets of our teachers and support staff” – Romanby Primary School*

Standardised tests such as GL Assessment’s PASS survey and British Picture Vocabulary Scale offer useful insights into barriers to learning for disadvantage pupils:

<https://www.gl-assessment.co.uk/products/pupil-attitudes-to-self-and-school-pass/>

<https://www.gl-assessment.co.uk/products/british-picture-vocabulary-scale-bpvs3/>

Disadvantaged Pupils Who Also Have Multiple Barriers to Learning (Including SEND)

Where individual pupils or groups of pupils are the focus of two or more funding streams, effective schools consider how different funding streams and different teams work together to support progress. High quality, thoughtful and open provision mapping that is shared across departments is important. The analysis of impact and evaluation of spend needs to reflect where different funding streams have been legitimately used together to meet complex needs.

The most effective reporting and impact evaluation from governors reflects this effective pooling of resources; recognizing the complex needs groups and individuals.

There is a whole school commitment, a whole school sense of accountability where these systems work well

“Given the nature of the school community, and high levels of social and emotional complexity some of our families experience, we decided to employ two full time safety and welfare inclusion officers. Their work is wide ranging and vital in developing links with families and helping many of our children and families engage with school. Their work includes:

- Follow up of staff concerns
- Referrals to partner agencies
- Attend and support children protection meetings
- Work alongside partner agencies such as CAMHS, drug and alcohol services, young carers.
- Direct work with children
- Follow ups on non-attendance
- Home visits
- Transport to and from school where needed
- Late arrivals follow up
- And much more...”

– Braeburn Primary and Nursery School

These roles have led to improved punctuality and attendance for the most vulnerable pupils, meaning they can access high quality teaching at the school. Good staff relationships, good communication and partnership working is fundamental to success.

Targeted Strategies

Pupil Premium funded activities must sharply target barriers to learning faced by disadvantaged pupils. They should be evidence based, focused on maximising access to high quality teaching:

“We trialled a system where children sat on mixed ability tables in all lessons... this will in changing the culture of fixed mind-sets and proving access for our disadvantage pupils to good role models for vocabulary, organisation, independence and behaviour for learning. Taff were reporting that children were surprising them in lessons...” – Easingwold Primary School.

“From lesson observations, disadvantaged pupils made more progress in lessons using a Maths mastery approach, especially when working in mixed ability pairs.” – Saltergate Junior School

“We realised that the high levels of TA support in schools weren’t having an impact on pupil progress and attainment... therefore we decided to take part in the MITA project.” – Riccall Primary School

“Many parents did not feel confident to approach school and ask for support for their child at home... parent in class days [were organised] where parents learned alongside the child in

lessons and spent playtimes and dinner times with their child experiencing the whole of school life with their child.” –

Overdale Primary School

“Consultation with teachers and teaching assistants suggested that whilst interventions were having a positive impact, too much of the focus for disadvantaged learners progress had moved away from teachers... time was set aside each week for teachers and teaching assistants to discuss disadvantaged pupils progress and learning.” – Richmond C of E Primary School

Other key priorities in addressing barriers to learning for disadvantaged pupils:

- Ensuring that teachers have the capacity and CPD to enabling them to effectively meet the needs of disadvantaged pupils.
- That additional feedback is targeted specifically at disadvantaged pupils.
- The language is targeted at disadvantage pupils.

See ‘the Early Word Catastrophe’ for more:

<https://www.aft.org/sites/default/files/periodicals/TheEarlyCatastrophe.pdf>

- Nurture provision is used as a vehicle to get pupils attaining well in the classroom.
- Targeting improvements in disposition towards learning of disadvantaged pupils. The metacognition programme was offered to schools taking part in Achievement Unlocked because teachers and leaders consistently felt that disadvantage pupils were less likely to take on difficult challenge and that they didn’t have strategies to manage when they found things difficult in class. They were not always able to plan out an approach to a problem.
- Targeting ‘readiness’ for next stages of life and learning such as ensuring all pupils access high quality work experience and cultural enrichment, thinking beyond narrow academic outcomes.

Monitoring and Evaluation

Prioritising internal quality monitoring and impact evaluation are critical for a successful Pupil Premium strategy. Impact evaluation should be decoupled from accountability; not about proving that strategies have worked but rather whether strategies have worked, and under what conditions. *Why might strategies have worked?*

One school visit identified that pupils were spending more time in science ‘catch up’ interventions than the lessons themselves. Where repeated requests for intervention are made in particular areas, school leaders should consider carefully whether the impact of effective quality monitoring, impact evaluation and external verification is best described by the schools themselves:

School leaders should monitor for quality as well as outcome: *“Heads of department and senior leaders monitor teaching and learning, student tracking weeks and feedback trawls. These are reported regularly at SLT meetings. The Governing body has outcomes for disadvantaged pupils as a standing item when they meet every six weeks. External verification of the plan has also been sought.”* – **Scalby School**

“A key message has been not to look at the label of a child or even necessarily raw data but to consider where need is. For example, for intervention to consider where there is a skills gap or a knowledge gap rather than simply going of the results of one off tests. We also realise that we have been too hasty in attempting to ensure all disadvantaged students have a mentor when again we should look at need and ensure the skill set of the mentors is matched to the need of the student.” – **St John Fisher Catholic High School.**

“Each term the children complete a standardised test to enable their progress scan be tracked... and not held back... Children are also assessed throughout the intervention.

“We identified that it was crucial for class teachers to know what had been covered... to allow them to build on the new things children where learning.

“Pupil interviews pre and current metacognition show an improvement in children’s understanding of how they learn. As a result, children are becoming more self-evaluative and this has really helped teachers maximise feedback for learning.” – **Tockwith CE Primary School**

Professor Rob Coe’s ‘Improving Education’ sets out some errors schools can make in mistaking school improvement: <http://www.cem.org/attachments/publications/ImprovingEducation2013.pdf>.

As Professor Coe says, one of the mistakes schools make is to *“conduct some kind of evaluation, but don’t let the design be too good. Poor quality interventions are much more likely to show positive results.”* It is important that school leaders design robust evaluation criteria. Be explicitly about the aims and objectives of Pupil Premium funded activity, with a timeline and clear success criteria. An external view of success can be valuable here.

Pupil voice can be highly valuable too: *“I feel like I am green because I am getting there. I learn best when I practise because I do it over and over again.”* – **Riverside Community Primary School.**

Outcomes for disadvantaged pupils have improved in schools where teachers and leaders learn from their mistakes. By committing to outward facing, collaborative approach, they are also able to learn from the mistakes of others. Schools that claim to make no mistakes are likely to be lacking robust self-evaluation which will not lead to changes for disadvantaged learners.

Accountability

Securing accountability to pupils and families is a consistent feature of North Yorkshire Schools where outcomes for disadvantaged pupils have done well. They look beyond narrow academic outcomes set by external bodies. External measures such as working at age related expectations for disadvantage pupils is simply a starting point. School leaders at **Moorside Junior School** were determined to offer all pupils, regales of background, access to very high quality art and to work tirelessly to support those that need support with emotional wellbeing and to help them attain well is an example of this, particularly when the School was working in challenging circumstances.

The most effective schools secure accountability from staff towards pupils. Schools that improved through the Achievement Unlocked process are those that went through cultural change. Those that recognised that sometimes, not understanding the rationale and the fairness behind additional and extra efforts to improve outcomes for disadvantaged learners.

Where accountability is secure, schools look for Attainment plus, thinking about the destinations of their disadvantaged pupils, their readiness, how robust their qualifications, their self-regulation skills, their oracy, their articulacy and their confidence. By setting in school accountability measures this high, accountability to extra organisations just acts as a success indicator, rather than success for pupils themselves.

PUPIL PREMIUM WEBSITE REPORTING

You must publish a strategy for the school’s use of the pupil premium. You no longer have to publish a ‘pupil premium statement’. It is important to remember that these statements are to inform parents how the funding is being used.

For the current academic year, you must include:

- Amount of funding
- Barriers to learning
- How you’ll spend the pupil premium to address those barriers and why
- How you’ll measure the impact of the pupil premium
- The date of the next review of the school’s pupil premium strategy

For the previous academic year, you must include:

- How you spent the pupil premium allocation
- The impact of the expenditure on eligible and other pupils
- Pupil premium funding is allocated for each year
- The Teaching Schools Council has published templates to support schools in presenting their pupil premium strategies. Use of the templates is voluntary.

St John Fisher Catholic High School in Harrogate have produced a good example report.

Key Themes Arising From School Case Studies and Visits

In the lead up to participation in Achievement Unlocked, a number of schools have reflected that they had developed Pupil Premium strategies on 'well intentional grounds', which on the surface may have appeared effective. Yet a closer examination, a rigorous self-evaluation and an external view showed inconsistent outcomes and little long term impact.

In various cases, schools have needed to raise the profile of disadvantaged pupils with staff. Disadvantaged pupils tended to be in low or middle prior attainment groups. In too many cases, being socio-economically disadvantaged was equated with low ability, based on the fact that disadvantaged pupils were statistically achieving less well compared to their peers in many indicators in many schools. Introducing mixed ability groupings has gone some way towards cultivating higher expectations amongst teachers and pupils. Role models sat at every table provide positive patterns for replication in areas such as behaviour, independence, organisation and vocabulary.

Resilience, a key feature in building a growth mind-set, was recognised as an important factor to nurture in pupils. This was partly achieved through different ways of delivering metacognition lessons. Increasingly weekly metacognition lessons are timetabled that enable pupils to reflect on how they learn and how their brain works. Metacognition – based on the ReflectED approach from Rosendale Primary school was implemented in many schools. In some cases that was supplemented by programmes such as 'Champion Minds'. Here pupils are actively involved in different approaches to learning and can explain how their work has developed. Activities such as these install the assumption that reflecting and evaluating on key strategies can increase the chances of success.

In some cases, a significant number of pupils were not able to access the curriculum, largely brought on by specific oversights within the behaviour for learning policies. As a consequence students spent time out of classroom and more importantly out of learning. When these elements were addressed, e.g. by additional layers of intervention before exclusions or creating a space for pupils to be innovative and creative during the absence of teachers at lunchtime, incidents of disruption not only fell but pupils were able to remain in class to access high quality teaching and learning.

Not every school was providing high quality teaching and learning opportunities to disadvantaged pupils. In some cases the most capable experienced teachers were not teaching the most disadvantaged pupils. The case studies have shown that many of the effective ways to open access to quality teaching and learning opportunities start from self-



evaluation and professional development opportunities. Self-evaluative teaching can be achieved through toolkits. A primary rationale for a toolkit is to help staff focus towards identifying the needs of disadvantaged pupils and work towards implementing the key priorities that govern how those needs are met.

Secondly, investing in targeted development opportunities has raised the quality of teaching and learning. Training takes on a number of forms. Examples include, the ability to use data tracking systems that allows staff to obtain a deeper analysis of individual pupil data. Also designating specific roles for school leadership in school improvement and evaluation. Benefits of these initiatives include the capability of sharing best practice to all parts of the school and that staff can be better held to account for the outcomes of disadvantaged pupils.

Schools have displayed many strengths over the use of Pupil Premium. A fundamental strength was being able to identify the barriers to learning. Barriers were identified through a combination of data analysis that allowed gaps of learning to be identified. Secondly by examining the areas of learning that need development as identified by teachers and pupils. Barriers range from literacy skills and self-confidence to limited life experiences.

Many schools have started to form their Pupil Premium strategy based on a whole school approach. A numerous amount of pupils benefit, as well as disadvantaged pupils. Solutions are not just a single initiative confined to isolated pockets of the school. They are a range of different strategies that reflect the complexity of closing the achievement gap. A whole school approach is made possible by stakeholders having a responsibility in the success of different strategies. This was achieved by teachers as well as SLT and middle leaders involved in action planning, regular meetings and questioning of students' progress.

For schools that have started to use Teaching Assistants (TAs) effectively, there has been a culture shift in the way TAs are used to support teachers and pupils. Effective approaches involve moving away from a way of thinking that saw TAs generally work with SEN and less able children. A successful initiative has been the T/TA agreement that sets out clear roles and expectations for TAs. A greater degree of teacher led interventions and regular open channels of dialogue between teachers and TAs goes some way to improving outcomes for Pupil Premium.

Schools have displayed robust monitoring and evaluation procedures for Pupil Premium that include learning walks, book scrutiny and lesson observations. An area for development in some schools is the formation of success criteria and measurable milestones. This would provide the governing body with a reliable indicator to judge actions taken for Pupil Premium.

Attendance of disadvantaged pupils is a major factor for a number of schools. Effective monitoring and identification of pupils with attendance issues has contributed to a clearer understanding of the barriers to attendance. This has improved the performance of attendance boards, family support workers and action plans for individual pupils. As a result gaps in attendance have narrowed.

Literacy poverty is a common feature for various schools in areas of disadvantage, where pupils enter primary school with low starting points in language and communication. Effective strategies are long term and sustainable. A successful strategy developed by a school involved appointing a Cultural Capital Coordinator that organised different learning experiences in the form of school trips. This enabled pupils to develop a rich vocabulary whilst raising an awareness of people with different backgrounds and cultures.

There has been mixed success in regards to school engagement with parents. One part of a successful strategy is raising the aspirations of disadvantaged pupils with hard to reach parents. This has been achieved through mentoring initiatives such as a 'learning champion mentor', where mentors celebrate progress and support learning. Another is cultivating personal relationships with parents either by phone or email. A personalised approach facilitated by staff with the correct skill set can open up new ways of thinking about empowering parents into school life. Technology in the form of the 'Marvellous Me' app is also used to drive school related family conversation and monitor the quality and quantity of parental engagement.



There are early indications from end of key stage assessment outcomes and the Growing up in North Yorkshire survey that the work of Achievement Unlocked schools is having a positive impact on end of key stage results for pupils.

However, at all key stages outcomes for disadvantaged pupils in North Yorkshire remain below national average and gaps with non-disadvantaged pupils are wider than average.

As in England as a whole, achievement gaps between disadvantaged pupils and others are already evident in the

TABLE 1: End of Key Stage Assessment 2016

The impact of work to improve outcomes for disadvantaged pupils during the last academic year is demonstrable in the average results in Achievement Unlocked schools.

EYFSP	Improvement of 12% to 55% achieving a good level of development
KS4	Improvement of 8% to 31% attaining 5 GCSEs A*C including English & maths
KS1 and KS2	Significant changes to the methodology and expected standards of assessment in 2016, so trend data is not comparable over time

Additional detail available later in this report.

TABLE 2: Growing Up in North Yorkshire Pupil Survey 2016

Pupil responses in the Achievement Unlocked schools suggests there has been an effect on aspects of culture and behaviour. Some significant changes listed below.

PRIMARY: Significant differences between pupil perceptions of disadvantaged pupils in the Primary Achievement Unlocked schools between 2014 and 2016

- Decrease in pupils responding that they 'quite' or 'very' often worry about moving on to secondary school
- Decrease in pupils responding that they have been away from school due to illness or injury in the last month
- For both of these indicators the decrease was sharper than for disadvantaged pupils across all North Yorkshire schools

SECONDARY: Significant differences between pupil perceptions of disadvantaged pupils in the Secondary Achievement Unlocked schools between 2014 and 2016

- Reduction in pupils' experience of negative behaviour in lessons
- Increase in time pupils spent doing homework
- Increase in pupils' opinions being listened to about school/community
- Increase in pupils feeling optimistic about the future

EYFSP and widen through Key Stages 2 and 4 as children get older – which limits post-16 choices for education, training and employment. (Table 1)

TABLE 3

Correlation study shows that the link between school culture and teaching on outcomes is clear – although this study was not designed to evaluate cause and effect and does not prove causation.

Some of the universally strongest and statistically significant correlations were seen for:

- The school encourages me to attempt difficult work (KS2 and KS4)
- Adults at school talk to me about how to improve my work (KS2), I know my next steps in learning and how to improve (KS4)
- The school encourages everyone to treat each other with respect (KS2), people with different backgrounds are valued (KS4)
- There is a strong correlation between having been bullied and low outcomes in both KS2 and KS4. Wellbeing showed a strong link with attainment and progress in both KS2 and KS4.

Whilst resilience scores showed a correlation with attainment and progress in both key stages, this was stronger at KS4 than in KS2 – and statistically significant only for Year 11 pupils.

This analysis compared Growing up in North Yorkshire survey results from Year 6 pupils in 2014 and 2016 with end of KS2 outcomes for the same years, and Year 10 pupils in 2015 with end of KS4 outcomes in 2016.

- At EYFS in 2016, the proportion of pupils eligible for free school meals (FSM) who achieved a good level of development improved by 6%, more rapidly than national average of 3% for the group.
- Despite this rapid improvement, outcomes for FSM pupils remain below national average (3% below), whilst outcomes for other pupils are in line with other pupils nationally.
- The achievement gap between FSM pupils and other pupils in North Yorkshire has narrowed from 24% to 21%, although it is still wider than the national gap of 18%.
- Compared with other local authorities, the improved outcomes for FSM pupils meant North Yorkshire's rank for FSM outcomes improved slightly to 104 – although it declined to 121 for pupils on SEN support (out of 150 LAs). (Table 4)

TABLE 4: Early Years – North Yorkshire Compared With National and Other Local Authorities

% achieving a good level of development (GLD)								
	FSM Eligible				Other Pupils			
Year	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National
2014	40	42	40	45	63	63	64	64
2015	45	49	48	51	69	68	71	69
2016	51	52	51	54	72	70	73	72
Change from 2015	+6	+3	+3	+3	+3	+2	+2	+3

Early Years – Achievement Unlocked Schools

Achievement of a good level of development (GLD) by disadvantaged pupils in Achievement Unlocked schools improved by 12%, more rapidly than for disadvantaged pupils in the County as a whole (up by 6%), and more rapidly than for other pupils in North Yorkshire (up by 3%). In a change from 2015, outcomes for disadvantaged pupils in Achievement Unlocked schools are now higher than those for the LA as a whole. (Table 5)

TABLE 5: % of Disadvantaged Pupils Achieving GLD

	2015	2016	Change
North Yorkshire	47	53	+6
Achievement Unlocked (200 disadvantaged pupils)	43	55	+12

- The proportion of proportion of Year 1 pupils eligible for FSM who are working at the expected standard of phonics improved by 6%, more rapidly than national average of 4%.
- Children eligible for FSM in North Yorkshire were 6% below national average for this group, whilst other pupils are 3% below.
- There was little change in relative position of North Yorkshire, which is ranked 125 out of 150 Local Authorities for the % FSM pupils who were working at the expected standard of Phonics at the end of Year 1. (Table 6)

Because 2016 was the first year a new curriculum was assessed, 2016 outcomes cannot be directly compared with those from 2015 for the percentage of pupils attaining expected or above in all of reading, writing and mathematics (RWM EXS+).

TABLE 6: Year 1 Phonics – North Yorkshire compared with national and other Local Authorities

% working at the expected standard of phonics (Year 1)								
	FSM Eligible				All Pupils			
Year	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National
2014	54	59	56	61	71	72	75	74
2015	57	61	62	65	73	74	78	77
2016	63	66	67	69	78	78	82	81
Change from 2015	+6	+5	+5	+4	+5	+4	+4	+4

TABLE 7: Key Stage 2 – North Yorkshire compared with national and other Local Authorities

% expected or above in all of reading, writing and mathematics (KS2)								
	Disadvantaged Pupils				Non Disadvantaged Pupils			
No trend data available	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National
2016	32	35	35	39	56	58	60	61

- Disadvantaged pupils were less likely to attain at least the new expected standard in reading, writing and mathematics than the same group nationally (7% below), whilst other pupils were 5% below average.
- The attainment gap between disadvantaged and other pupils in North Yorkshire is 24%, which is wider than national of 22%.
- Some slight improvement in rank compared with other LAs in attainment outcomes for disadvantaged pupils (to 131) and some slight improvement in rank for pupils on SEN support (to 122) whilst rank for all pupils did not change (out of 150 LAs). (Table 7)



Key Stage 2 – Achievement Unlocked Schools

Strong attainment by disadvantaged pupils was evident in some of the Achievement Unlocked schools, although overall results are again below County and national averages. The disadvantage gap in Achievement Unlocked schools is now slightly narrower than County and national averages. Although comparable trend data does not exist, in 2015 the gap was wider than national in Achievement Unlocked schools and this relative improvement might be interpreted as an early indication that the work to change ethos and to embed the application of continued professional development has begun to have an impact. (Table 8)

TABLE 8: % of Disadvantaged Pupils Attaining RWM (2015 Level 4+, 2016 EXS+)

	FSM6	Not FSM	2016 Disadvantaged Gap
North Yorkshire	32	56	24
Achievement Unlocked (351 pupils)	27	48	21

- Disadvantaged pupils in the County were less likely to attain the new headline measure of A*-C in both English and mathematics than the national average for the group (3% below), although outcomes for other pupils remained above national (2% above).

- The gap between disadvantaged pupils and others is 33% in North Yorkshire, wider than the national average of 28%.
- There was some decline in North Yorkshire's position in comparison with other LAs for disadvantaged pupils (to rank 91) and for those on SEN support (to rank 47), although this was not reflected in outcomes for all pupils which place the County in the top 20% nationally (out of 150). (Table 9)

Key Stage 4 – Achievement Unlocked Schools

Achievement Unlocked schools improved the proportion of disadvantaged pupils who attained the legacy measure of 5 GCSEs A*-C including English and mathematics (5 A*CEM) by 8%, compared with an overall decline of 3% across North Yorkshire. This rapid improvement means that the 5 A*CEM disadvantaged gap in Achievement Unlocked schools narrowed to become only 1% wider than national, in comparison with 10% in 2015. (Table 10)

TABLE 10: % of Disadvantaged Pupils Attaining 5 GCSEs A*C Including English and Mathematics

	2015	2016	Change
North Yorkshire	37	34	-3
Achievement Unlocked (245 pupils)	23	31	8

TABLE 9: Key Stage 4 – North Yorkshire Compared With National and Other Local Authorities

% GCSE A*-C in both English and mathematics (KS4)

No trend data available	Disadvantaged Pupils				Non Disadvantaged Pupils			
	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National
2016	40	40	41	43	73	70	72	71

SELF-EVALUATION TEMPLATE

Briefly describe your Pupil Premium strategy

Three to four bullets, no more than 15 words per bullet

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-
-
-

How well embedded is your Pupil Premium Strategy? Is it understood by all staff and governors? How do you know? *50 words maximum*

To what extent is your Pupil Premium strategy and activity evidence based? *50 words maximum*

Is Pupil Premium integrated into senior and middle leadership roles? Is there sufficient leadership capacity to monitor, evaluate and quality assure Pupil Premium funded activity? Include the role of governors. How do you know? *50 words maximum*

Have you identified barriers to learning for disadvantaged learners (including children looked after and those adopted from care) at Pupil, School and Community level? Briefly describe these. *50 words maximum.*

How is the Pupil Premium used to help overcome these barriers? *50 words maximum*

How does the school's curriculum build cultural literacy for disadvantaged pupils? *50 words maximum*

Briefly describe outcomes for disadvantaged pupils at each key stage. Are there any strengths or weaknesses to be aware of? *50 words maximum*

What evidence do you have that all staff have high expectations of all pupils, regardless of background or barrier to learning? *50 words maximum*

How well do disadvantaged pupils take part in wider school life? How do you know? *50 words maximum*

How does Pupil Premium funded activity work towards achieving the school's overarching school improvement aims? *50 words maximum*

FURTHER REFERENCES AND READING

North Yorkshire: Our Strategy for Closing the Gap in Educational Progress and Attainment in Schools and Settings 2015-2018

North Yorkshire: Closing the Gap in Early Years 2015-2018

Tackling Educational Disadvantage: A Toolkit For North Yorkshire Schools (National Education Trust – March 2017)

Achievement Unlocked – Annex: Case Studies (National Education Trust – March 2017)

<http://cyps.northyorks.gov.uk/index.aspx?articleid=30593>

Supporting the attainment of disadvantaged pupils: articulating success and good practice (DfE – November 2015)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf)

[RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf)

Teaching and Learning Toolkit (Education Endowment Foundation)

<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

Funding for disadvantaged pupils (National Audit Office – June 2015)

<https://www.nao.org.uk/wp-content/uploads/2015/06/Funding-for-disadvantaged-pupils.pdf>

Education in England: Annual Report 2016 (Centre Forum – April 2016)

<http://centreforum.org/publications/education-in-england-annualreport-2016/>

Early language development and children's primary school attainment in English and Maths (Save the Children – February 2016)

http://www.savethechildren.org.uk/sites/default/files/images/early_language_development_briefing_paper.pdf

Maximising the use of Teaching Assistants (Education Endowment Foundation – 2015)

https://v1.educationendowmentfoundation.org.uk/uploads/pdf/TA_Guidance_Report_Interactive.pdf

Unseen Children: Educational Access and Achievement 20 Years On (Ofsted – June 2013)

<https://www.gov.uk/government/publications/unseen-children-access-and-achievement-20-years-on>

An updated practical guide to the Pupil Premium (John Catt – 2015)

<http://www.johncattbookshop.com/an-updated-practical-guide-the-pupil-premium>

Learning without labels – Improving outcomes for vulnerable learners (John Catt – 2016)

<http://www.johncattbookshop.com/learning-without-labels-improving-outcomes-for-vulnerable-learners>

Children and Young People's Plan 'Young and Yorkshire'

<http://www.northyorks.gov.uk/article/23982/Our-key-strategies-plans-and-policies>

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