



Northumberland
County Council

Pupil Premium Network

November 2020



www.northumberland.gov.uk

Agenda

- Welcome
- Where we were
- Where we are
- What next?

The aim of the network

- We will support schools to make better use of evidence to improve outcomes for disadvantaged learners.
- To share the good/best evidence-based practice we come across
- To give Pupil Premium leads an opportunity to discuss/collaborate

Back to Basics

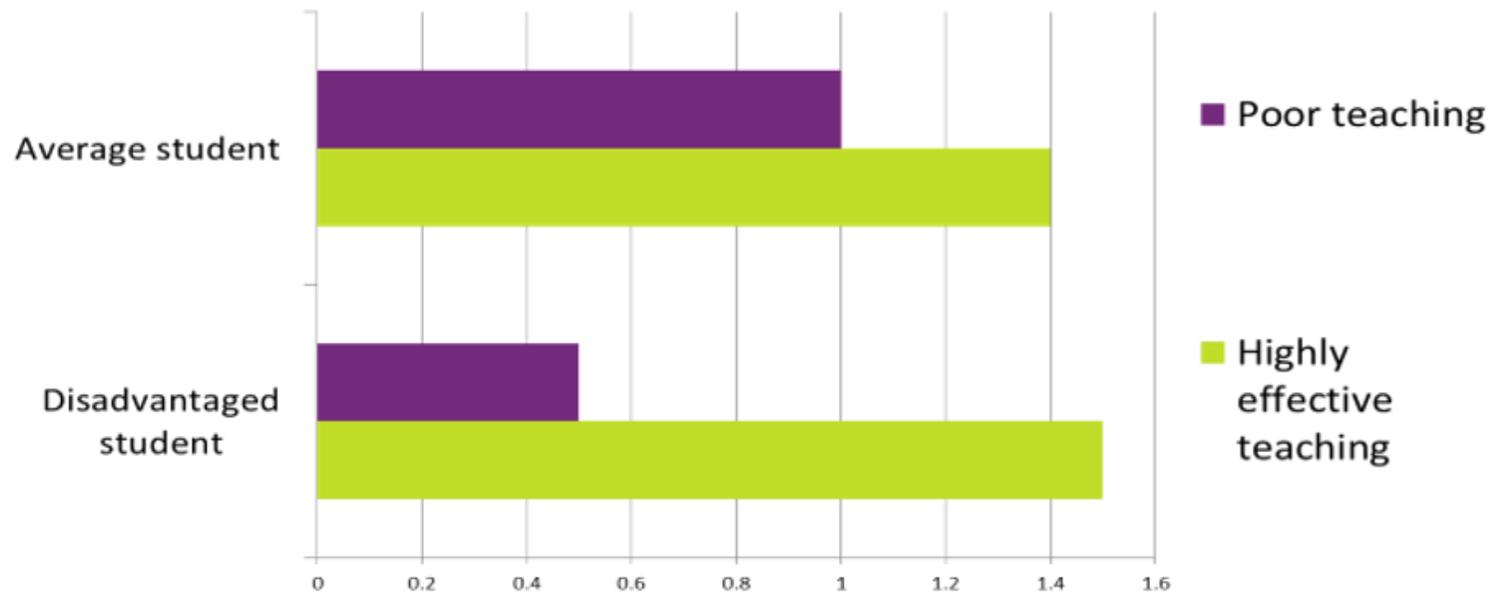
- PP is a flag to indicate economic disadvantage in a family
- Over 8000 PP pupils across Northumberland
- The persistently disadvantaged (those who have been PP for 80%+ of their school career) have a bigger gap.
- Aspiration of PP learners are often lower, but aspiration interventions are costly and not necessarily effective, according to the EEF.
- Improved aspiration often comes through improved attainment.

Improved attainment is the key... (obviously)

Are the disadvantaged pupils being taught by the best teachers?

"It is a thousand little moments that lead to great attainment for disadvantaged pupils" (Marc Rowland)

Effect of teaching on students in years of progress



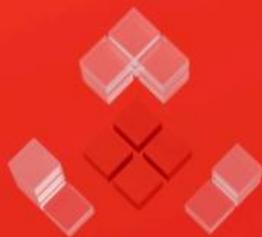
Great Teaching Toolkit - EBE

"While many personal, family, and cultural factors contribute to learners' academic performance, a large body of research indicates that teachers matter more to their achievement than any other aspect of their education. **The quality of teaching is hugely important to the outcomes of students.**

On 19th June 2020, Evidence Based Education released the [Great Teaching Toolkit: Evidence Review](#) - a credible evidence summary of the elements of great teaching practice. The review provides a structured point of reference for the things teachers do, know, or believe, which have been found to be related to how well their students learn. The overarching goal here is to help teachers take ownership of their professional learning and to help them enhance their practice for the benefit of students".

A Model for **Great Teaching**

01



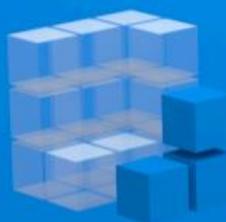
Great teachers understand the content they are teaching and how it is learnt

02



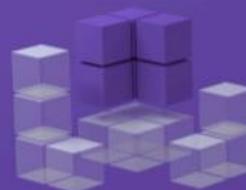
Great teachers create a supportive environment for learning

03



Great teachers manage the classroom to maximise opportunity to learn

04



Great teachers present content, activities and interactions that activate their students' thinking

Assistance from the EEF

EEF [guidance reports](#) (literacy, use of TAs, behaviour might be useful)

EEF [Pupil Premium guide](#) (there are 4 case studies that might be useful)

EEF [promising projects](#) (if you are looking for a specific intervention)

EEF [families of schools](#) database (find a school similar to yours)

1

Teaching

For example

Professional development
Recruitment and retention
Support for early career teachers



2

Targeted academic support

For example

Structured interventions
Small-group tuition
One-to-one support

3

Wider strategies

For example

Behaviour approaches
Breakfast clubs
Increasing attendance



Blank version available [here](#)

Your Family

Your Family of Schools
the previous 3 years



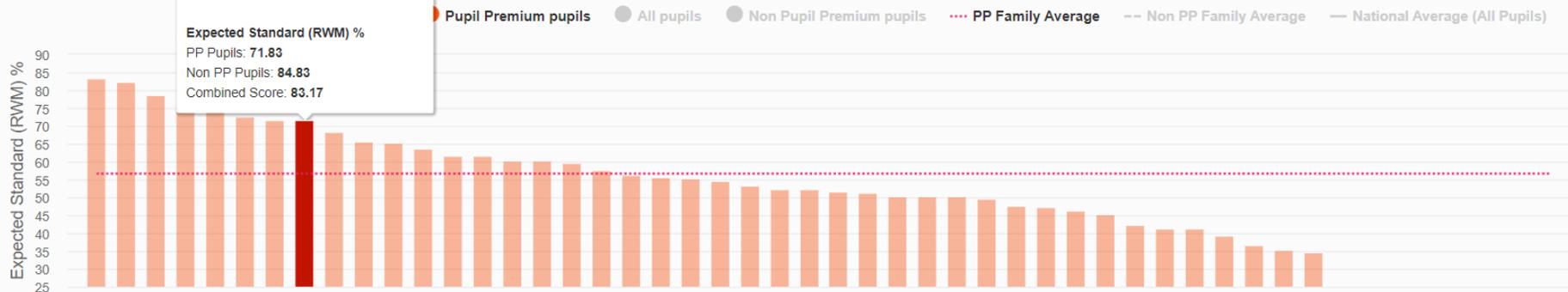
Corbridge Middle School

Total Pupils: **349**
Pupil Premium Pupils: **12%**
EAL: **0%**
SEND: **1%**

Expected Standard (RWM) %
PP Pupils: **71.83**
Non PP Pupils: **84.83**
Combined Score: **83.17**

⚙️ Change data view

Characteristics and performance of your most similar schools using data aggregated over



- 1
- 2
- 3
- 4

The goal of this document is to:

- Capture your initial reflections on how effective your current Pupil Premium strategy is.
- Provide a space for ongoing reflections, progress and next steps throughout the programme.

1 **Expectations are high for all pupils.**

Regardless of prior attainment and FSM status, leaders, teachers and non-teaching staff are committed to the academic achievement of all pupils.

2 **Data is used to identify tightly focused improvement priorities.**

Resources such as the 'EEF Family of Schools Database' is used as part of a rich evidence picture.

3 **Appropriate evidence-based programmes and teaching approaches are used to address the root causes of underachievement.**

4 **School leaders train and support staff to deliver and sustain quality first learning for all pupils.**

Professional development for teachers is prioritised, whilst training and support for early career teachers and recruitment and retention are also considered as an important part of the strategy.

5 **There is a long term, well-specified, stage by stage, plan for Pupil Premium spending.**

The plan takes into consideration the pastoral, academic, curricular and extra-curricular needs of individual pupils.

6 **Schools set clear outcomes for the impact of Pupil Premium provision and monitor progress and quality using robust and pragmatic measures.**

7 **Pupil Premium provision aligns with the school's overall mission, goals and whole school strategy.**

These support a leadership environment and school climate that is conducive to changing practices across the school.

Mark Enser presentation summary

Attention	Teacher Talk	Cognitive Load	Working Memory	Explanation	Cognitive Strategies
Are teachers being clear about what is to be completed in silence and when pupils can discuss?	Is everyone paying attention?	Break tasks into clear steps	Set routines for entering classrooms, starting a task, presentation, handing in homework, ending a lesson	Slow down explanations	Which revision strategies to promote?
Do classroom displays distract pupils?	Include regular questions targetted at those who struggle most	Avoid too much task-related information	Limit new information and surround with links to existing knowledge	Avoid asides, cul de sacs	Teach generative learning strategies
Are phones in bags rather than pockets?			Practice retrieval regularly		Helping pupils understand what they know and what they don't

Thoughts...

Do teachers know what the specific learning needs of the disadvantaged pupils are?

Do the teachers have strategies to help those pupils overcome those learning needs?

Concentrate on what is in the schools' gift (e.g.: providing reading books at home)

What do you want from the
network in future?