



# Sheffield Pupil Premium Action Research Group

Tackling Educational Disadvantage  
by Understanding What Works

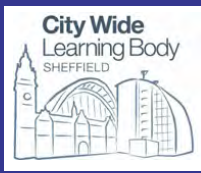
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EDITED BY MARC ROWLAND

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May 2015

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## A The Foreword

When we started our Pupil Premium Action Research Project eighteen months ago, we were very keen to investigate best practice in schools at regional and national levels, in order to develop our own innovative approaches here in Sheffield.

The selection of schools involved reflects a wide and diverse range – seven primaries (including one infant and one junior), one from each locality; two secondaries which are feeder schools for at least one each of the primaries; and a specialist school. Each adds its unique context and, without doubt, this has contributed to the generation of a rich bank of expertise and experience.

The regular opportunities for colleagues to collaborate on aspects of the project and meet to discuss progress, has been integral to the success of the venture. It has given us the chance to share developing practice but also to analyse the challenges schools are facing and discuss possible solutions – including stopping an activity altogether if it wasn't working and trying something different! Many of the creative and effective strategies developed are evident in the following school action research reports and there are already encouraging signs of impact.

Many thanks to all those involved for your commitment and enthusiasm and a big thank you also to Marc Rowland, National Education Trust, who has been an excellent partner, working with us to lead, challenge and support in our drive to ensure all Sheffield pupils, including those eligible for Pupil Premium funding, are improving outcomes and achieving success.

Sheila Haigh – Headteacher at Ballifield Primary School

Lorna Culloden – Headteacher at Carfield Primary School

Anne Quaile – Headteacher at Handsworth Grange Community Sports College

Peter Hardwick – Executive Headteacher at Hucklow Primary School

Catherine Carr – Headteacher at Hunter's Bar Infant School

Nicola Shipman – Executive Principal at Mansel Primary School

Steve Davies – Headteacher at Stocksbridge High School

Samantha Gaymond – Headteacher at Stocksbridge Junior School

Carolyn Sutcliffe – Headteacher at Talbot Specialist School

Becky Webb – Executive Headteacher at Tinsley Meadows Primary School

***Pam Smith, Head of Primary and Targeted Intervention, Inclusion and Learning Services, Sheffield City Council, May 2015***



## B The Project



Timing couldn't be better for the publication of this report. Whilst a new government is taking shape, the issue of tackling educational disadvantage will remain a key priority of any government. This is correct. All too often in the past the cold wind of disadvantage has blown away the seeds of opportunity for some learners. One of the great joys of working on this project has been learning about how schools have been using the Pupil Premium and the time devoted to this project to overcoming the many barriers to learning that poverty brings.

At the same time, all indications are that budgets will be tighter, therefore, understanding what works – what is high impact with best value for money – will become an even greater imperative!

This report tells the stories of the 10 schools – all very different in terms of context, phase and 'where they are' on their improvement journey.

### Mind the Gap

The term 'narrowing the gap' can be unhelpful and set limits on what individual children and young people can achieve. The purpose of the Pupil Premium should be to ensure educational excellence for all, regardless of socio-economic background. Narrowing the attainment gap is a bi-product of that approach, rather than an aim in itself.

### Action Research

Much has been said about the importance of engagement in research to improve the achievement of disadvantaged learners.

Research can tell us a great deal, but there are some really important things to consider about context and the barriers to learning that individual pupils face before launching into an evidence-lite approach. For example, it is fruitless expending a great deal of energy on improving feedback if a school has poor attendance that is left untackled.

In all cases Interventions that are being researched should focus on the specific needs of individual pupils. From a research perspective, supplementing EEF toolkit information on the effectiveness of different interventions on average with case-by-case understanding of individual pupils and the interventions they will benefit most from.

### Action Research Cannot Be an Island

Action research into effective approaches with the Pupil Premium can only be beneficial alongside general good practice. In my work nationally there are five active ingredients for effective use of the funding:

These are the active ingredients for success in achieving great outcomes for disadvantaged learners:

- Leadership of the Pupil Premium is strong.
- The barriers to learning in the school community are carefully identified. It's much more nuanced that 'you should see the estate many of these pupils come from'.
- Pupil Premium funded activity is appropriate for overcoming these barriers. Activities are carefully planned, delivered with quality and informed by evidence. They are normally timelimited. Objectives are clear, ambitious and tight.
- Activity is closely monitored at regular milestones for both quality and impact. Changes are made as necessary.
- Leadership evaluates impact rigorously and *unemotionally*.

*“One of the benefits of the Action Research Project has been to ensure that disadvantaged pupils have a high profile across the participating schools”*

### The Importance of Leadership

One of the benefits of the Action Research Project has been to ensure that disadvantaged pupils have a high profile across the participating school. A light is shone on them and they are expected to attain well. In these schools the Pupil Premium is an important element of the school development plan.

Where other professionals are involved in supporting learners, leaders ensure decision making is joined up with the needs of the pupil. Teachers, leaders and intervention leads agree appropriate action, focussed on *gaps in learning* and *not* national curriculum levels. Additional support is exactly that – additional and extra to the teaching in the classroom.

Funding is spent evenly throughout each year group. Schools which intervene and support early, as gaps become evident, are far less likely to be ‘cohort vulnerable’.

### Focusing on the Barriers

One of the keys to success with the leadership of the Pupil Premium is getting it out of Headteacher’s offices and into classrooms. Challenging educational disadvantage should be a key driver for Middle Leaders. And teachers in the classroom should feel accountable for the outcomes of their disadvantaged pupils. This project has shown that where a school gets it right for its disadvantaged pupils, it gets it right for all.

The purpose of the Pupil Premium is to improve attainment for disadvantaged learners. It follows that the funding should be used to ensure these pupils receive consistently excellent teaching. The Action Research case studies highlight how schools have tackled this issue.

In some cases, it should be used to maximise *access* to quality first teaching. This may be through evidence based intervention programmes, challenging negative attitudes to learning, curriculum enrichment and in some cases, wellbeing.



Sometimes the barriers lie within schools. Do teachers and support staff understand children’s ‘back stories’? Does educational disadvantaged have a sufficiently high profile across the school? In some cases it is about ensuring that systems are strong, and that accountability structures are appropriate:

In each case it should be with a very clear purpose – to get pupils learning in the classroom every day through quality first teaching.

### Monitoring and Evaluation

Some of the powerful learning points for the group have come from this part of the project.

Evaluation should not be about proving that something worked. It’s about finding out whether something has worked. This is about cultural change in schools. Finding out about activities that have not worked have been shared across the group, and there are many stories about how schools have adjusted and changed their approach within the case studies.

We also learned:

- That those involved in Pupil Premium funding activity should be constantly evaluating their impact, and not waiting for milestones if they feel the activity is not working for a particular individual.
- When evaluating, remember to evaluate the process as well as the outcome. Don’t just abandon a breakfast club because it hasn’t improved attendance. Check whether the breakfast club was any good!



- That the commissioning of additional and extra 'time limited', with very specific success criteria identified? Do teachers input into the commissioning of interventions so that 'what success looks like' is clear. Being specific about what is trying to be achieved, by who and by when is fundamental to successful impact evaluation.
- Don't let evaluation become your Sargasso Sea. If you fund a breakfast club don't try to show causal impact on National Curriculum levels. Not 'We need to improve attendance' but 'We need to improve attendance by x % by dd/mm by...!' 'Improve attainment' is too vague.
- Those leading initiatives and activities should be confident in saying 'this isn't working'.

Leadership needs to instil a relentless sense of follow up, whatever the activity being evaluated.

### Wider Benefits

There are many powerful stories that have come out of this project. Activities that will improve outcomes for the long term because they are about organisational change and focus on educational disadvantages faced by the children and young people in their classrooms. This is the consistent threat – the golden ticket to success – in each of the case studies. But there have been other key elements of the project that have helped secure success. These are my reflections:

- The structure of the project – regular, half termly meetings of all participating schools coupled by two in-school visits have been important for continuity, learning and success.
- It has been very helpful to get a deeper knowledge of the schools. The one to one visits complimented the regular meetings. This has been a great strength.
- Consistency of personnel from individual schools has been important. This has been important for building good relationships across the project.
- Getting under the skin of schools has helped understand context and avoid the 'one size fits all' approach.
- There has been strong progress on the leadership of Pupil Premium during the project.
- The structure has created a sense of 'accountability' through the follow up / ongoing nature of the project.
- There has been a lot of sharing good practice and learning – between schools, learning from 'outside' – through visits and discussion.
- The opportunities to ask difficult questions (in a nice way!) have led to reflection and changes.
- Schools have become better at monitoring *process* as well as *outcome* – so there are no surprises at the end of initiatives.
- There is a much greater clarity over what schools are trying to achieve with their Pupil Premium funding, and why – both in respect of their Action Research but with the grant more generally.
- There has been good practice dissemination outside of the project through events and schools telling their action research through their own networks.

**Marc Rowland, May 2015, National Education Trust and Pupil Premium Action Research Group Member.**

\*Footnote: I have deliberately not 'over-edited' the individual school action research reports. They should – as much as possible – tell the story of the action research from the school's own perspective. MR

## C What the Data Tell Us?

### Background

Individual level attainment data was collected from autumn 2013 for all the schools that are part of the Action Research Group. The previous section highlights the importance of understanding that it's not all about the data. Attainment data gives a narrow view of pupil outcomes which may well be broader than achievement in a particular subject. However, as a key aim is to narrow the gap, it would be hoped that even interventions that were not intended to have a direct impact on attainment should, in time, improve attainment outcomes for Pupil Premium children.

This section reports on the headline findings from the in-year data collection. Results from individual schools are not included as schools have provided their own supporting data within the case studies. The interpretation of the results comes with a few caveats:

- Although data was collected for a reasonably large number of children (nearly 1,200) in total, once this is split by subject and year group some of the results are based on small numbers of pupils.
- We only have one year of data to track pupil progress. Arguably, this may not be long enough to see an improvement in attainment outcomes. We also don't have access to historic data so it hasn't been possible to provide a 'before' and 'after' picture of pupil progress.



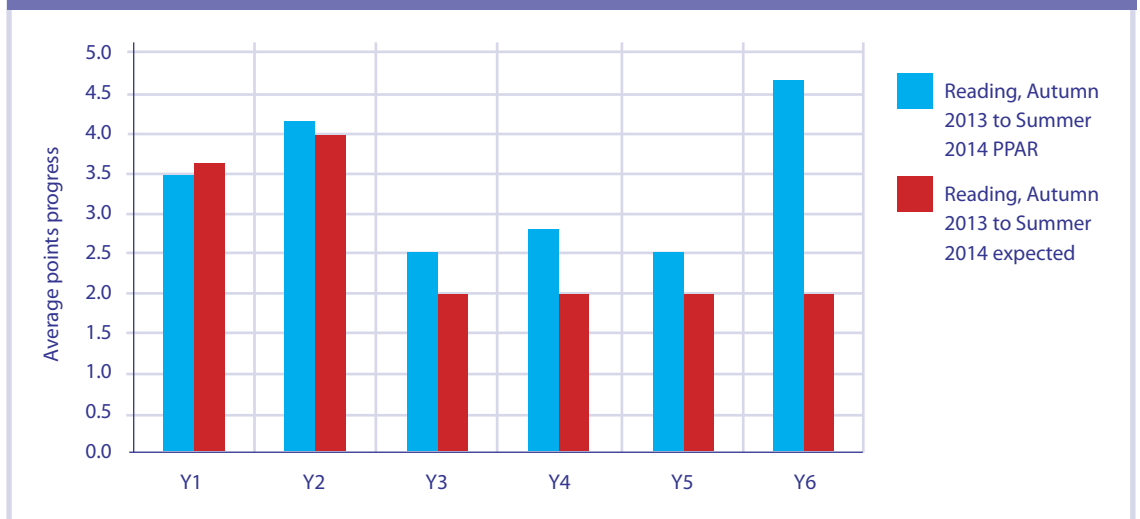
### Data Collection

Pupil level data was provided each term from autumn 2013 for pupils from Reception to Year 9. Primary schools provided data for reading, writing and maths and secondary schools provided data for English and maths. From autumn 2013 to summer 2014 data was collected for 1171 pupils in ten schools.

### Results

The data collected from schools confirms that the attainment of pupils eligible for the Pupil Premium is

◆ Figure 1: Progress in Reading, Autumn 2013 to Summer 2014



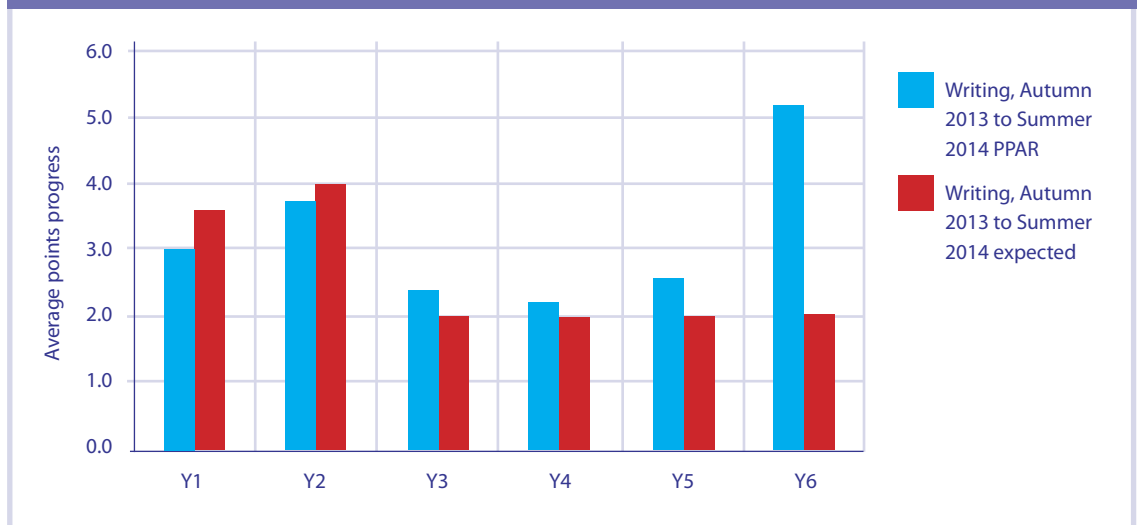
*“The data collected for the PPAR schools do suggest that Pupil Premium pupils are making accelerated progress across most subjects in most year groups”*

typically below age-related expectations. This is no surprise given that one aim of the Action Research project is to narrow the attainment gap. Rather than focusing on attainment this reports looks at the progress made by pupils throughout the 2013/14 school year. Whilst attainment may take a while to

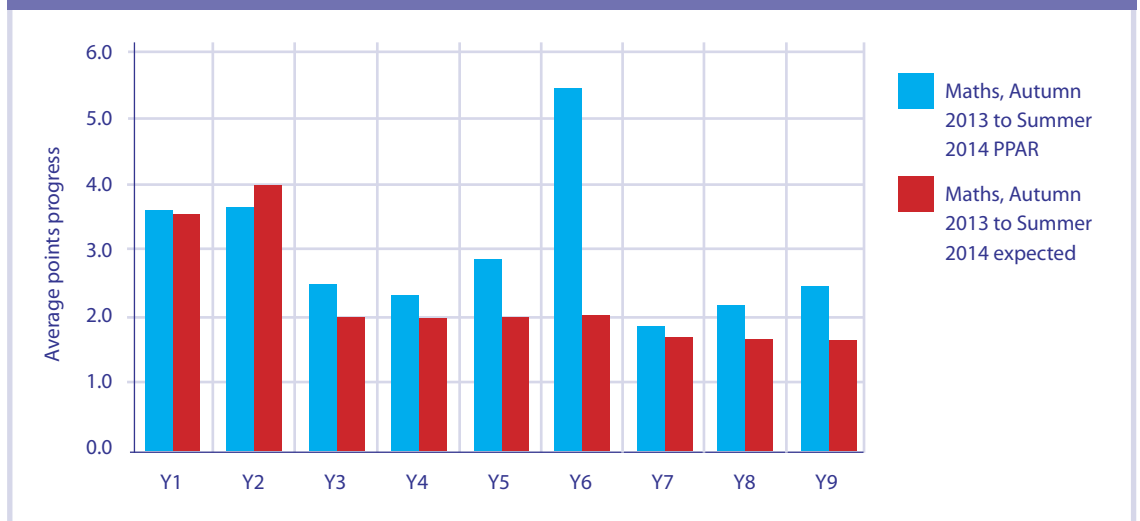
reach age-related expectations, the hope is that pupils are making accelerated progress and therefore gradually closing the gaps.

Progress data is presented in Figure 1 to Figure 4. The charts show how the progress made by Pupil Premium Action Research Group (PPAR) pupils between the autumn term in 2013 and the summer term in 2014 compares to typically progress made by pupils who are at age-related expectations.<sup>1</sup> Each subject and year group is presented separately. For example, Figure 1 shows that PPAR pupils made above expected progress between the autumn term in 2013 and the summer term in 2014 in every year group from Y2 to Y6. The largest difference is in year 6 where PPAR pupils made more than double typical progress

◆ Figure 2: Progress in Writing, Autumn 2013 to Summer 2014



◆ Figure 3: Progress in Maths, Autumn 2013 to Summer 2014





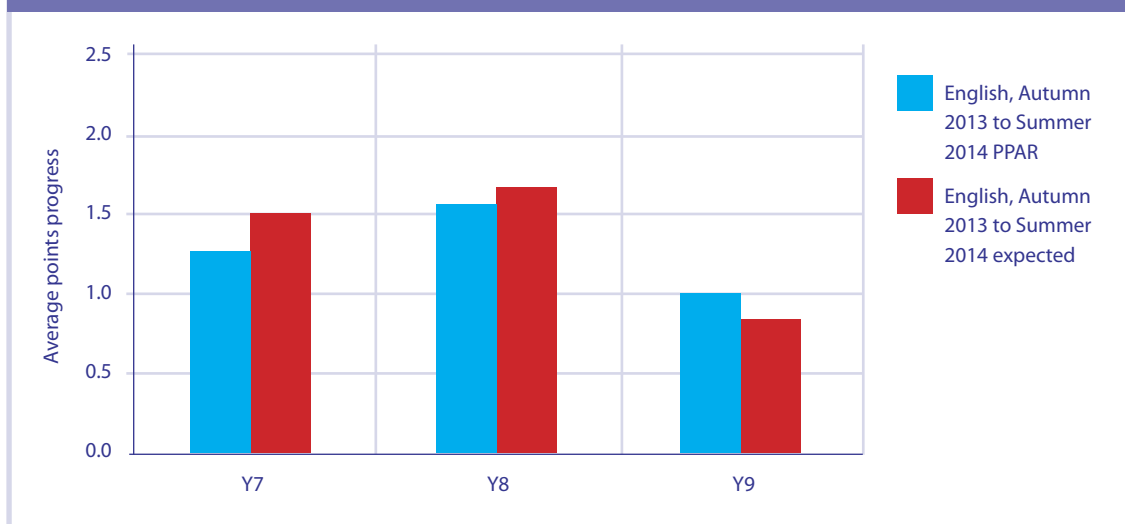


between the autumn and spring terms (this result is based on data from only 2 schools and so should be treated with caution).

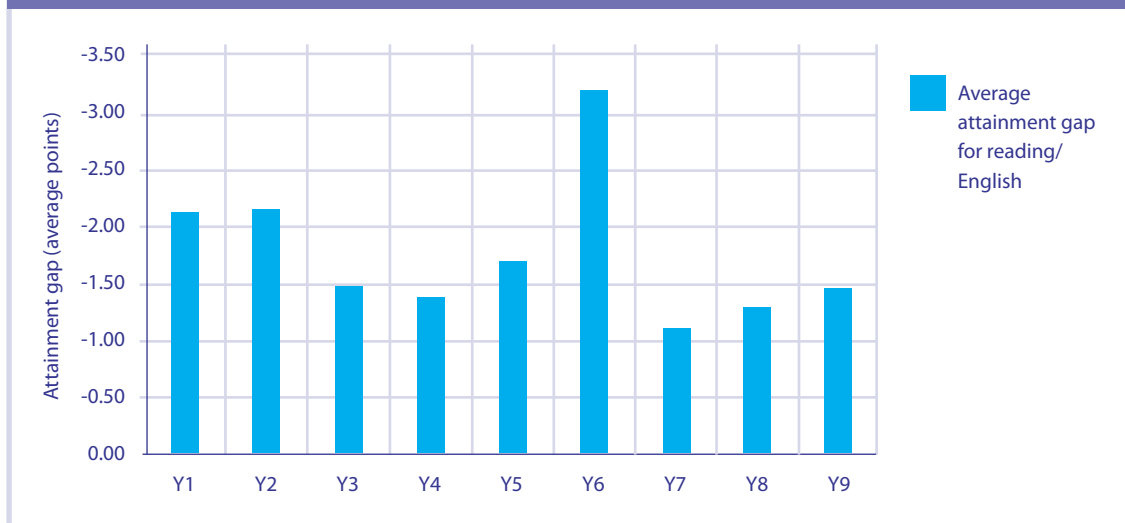
A similar trend is seen in writing (Figure 2) and maths (Figure 3). In both of these subjects the PPAR pupils made less progress than expected in Y1 and Y2 and accelerated progress from Y3 onwards.

For pupils in the secondary phase pupils again make above expected progress and this seems more evident in the latter part of Key Stage 3 (see Figure 3 for maths and Figure 4 for English).

◆ Figure 4: Progress in English, Autumn 2013 to Summer 2014



◆ Figure 5: Average Attainment Gap Between PPAR Pupils and Age-related Expectations for Reading (Y1-Y6) and English (Y7-Y9) in 2013/14





### Interpretation

The data collected for the PPAR schools do suggest that Pupil Premium pupils are making accelerated progress across most subjects in most year groups. However, the key question is to what extent this accelerated progress will narrow the attainment gaps and enable disadvantaged pupils to attain well. Is it difficult to answer this question with only one year of data to analyse, especially when the full impact of the Action Research Project may not yet have been realised. A rough estimate can be made by comparing the average attainment gaps with average progress. Figure 5 shows the average attainment gap between PPAR pupils and age-related expectations for reading and English.

The first point to note from Figure 5 is that the attainment gap becomes wider each year which may suggest that closing gaps in the early years of primary education may be beneficial for reducing the attainment gaps in later years.

Comparing the attainment gaps with the progress data provides an indication of how quickly the attainment gaps might be expected to close. For example Figure 5 shows that the average attainment gap for Y4 pupils in reading is about 1.25 points. Figure 1 shows that Y4 pupils could make around 0.75 points progress in excess of expectations. Therefore if this accelerated progress continues then the attainment gaps may close within 2 years for Y4 pupils. The picture is slightly different for the older age groups. For example, the average gap for Y9 is 3 points and Figure 4 shows that Pupil Premium pupils

are making gains of around 0.25 points per year in terms of accelerated progress. In this case it would take considerably longer for the attainment gaps to close.

Therefore we could draw a very tentative conclusion that it is possible that the project could have a reasonable chance of closing attainment gaps within a couple of years and that this is likely to be easier with young age groups where the attainment gaps are typically smaller.

### Further Work

The data collected as part of the Action Research project has its limitations due to the size of the sample and the relatively short evaluation timescales. The data does suggest that Pupil Premium pupils are making accelerated progress and that this has the potential to close attainment gaps if it were to be sustained for further years.

The end of levels in September 2014 has provided a further difficulty by making it impossible to track pupil progress from the end of the summer term in 2014 into the next academic year. The changes in the national curriculum mean that assessments under the old and new curriculum are not comparable. There has been insufficient data collected under the new curriculum at this point in time to track pupil progress through the 2014/15 school year which would help to provide a longer term picture of the impact of the Action Research Project.

**Kate Wilkinson, Sheffield City Council**

<sup>1</sup> Expected progress relates to the progress required for a pupil to maintain attainment at age-related expectations. Age-related attainment is calculated based on national averages published in RAISEonline.

## D Action Research Reports

### Stocksbridge Junior School



Number on roll: 331

Proportion of disadvantaged learners: 23.1%

About: Outstanding outcomes for all pupils through excellence in the classroom every day

Stocksbridge Junior is a larger than average school with 345 pupils currently on roll. The vast majority of pupils are of white British heritage. Twenty-three percent are eligible for Pupil Premium funding which is used to support the outcomes for disadvantaged pupils. The percentage of disabled pupils and those with special educational needs is broadly in line with national averages. The majority of our pupils are from Stocksbridge's three council estates although, a small number of pupils join us from outside our catchment area. Increasingly, attainment on entry is judged to be around national average at the end of KS1, for the vast majority of our pupils.

Our pupils enjoy coming to school and display respectful behaviour towards their peers and others, along with positive attitudes to their learning.

In summary, we are a stable school with no significant key contextual indicators and consistently maintain good to outstanding achievement across the key stage.

#### Narrowing the Gap in School

Attainment across the school is very high compared to national and LA average, and pupils from disadvantaged backgrounds do very well compared with their peers nationally and locally. Indeed, disadvantaged children at Stocksbridge Junior School perform better than 'all' children within the LA and nationally however, the increasing challenge set out for the school and its community, was to reduce the gap between our disadvantaged learners and their peers, especially when attaining higher levels across all subjects.

#### Analysis and Challenge

Before deciding upon our action plan, we considered some key questions:



- Is there clarity around the barriers to learning, desired outcomes and success criteria?
- Has there been an evaluation of current strategies and could better strategies be used?
- Which strategies are already working well?
- Which strategies are not yet having the desired impact, but will deliver impact if things are done differently, or staff receive support to develop?
- Which strategies are unlikely to deliver impact and should be withdrawn?

Several priorities were highlighted, as part of our action plan of which two main foci were identified:

- High expectations in the delivery of quality first teaching and learning.
- All staff being accountable for the provision and desired outcomes for all our Pupil Premium children.

***Aim: Ensure the quality of teaching and learning is consistently good and outstanding across the school.***

Ours was a relentless focus on improving of teaching and learning throughout the school. It was no surprise to learn that highly effective teaching disproportionately benefits disadvantaged children. So, if you teach well and they learn well, the gap



should narrow. Conversely, poor teaching also disproportionately affects the disadvantaged.

The Senior Leadership Team and governance recognise the importance of quality CPD, but part of this challenge is knowing exactly what CPD is needed to enable the school and staff to make significant gains when investing in training.

The school had already completed a full training day looking at cooperative learning structures and, as a result, has experienced the positive impact this has had on the quality of teaching from existing staff and children's resulting achievement.

**Action:** The implementation and commitment to further train and embed 'Kagan – cooperative learning structures' throughout school.

*"Research on cooperative learning is overwhelmingly positive, and the cooperative approaches are appropriate for all curriculum areas. The more complex the outcomes (higher-order processing of information, problem solving, social skills and attitudes), the greater are the effects."* Bruce Joyce

**Aim:** Instil a culture where every member of staff has a part to play in the provision and desired outcomes for disadvantaged children in our school.

**Actions:** Through a variety of activities such as: half termly pupil progress meetings; robust and routine tracking; assessments focussed on disadvantaged children; reports and evidence trails carried out by all leaders in school; individual and personalised support and interventions, implemented as a result of discussions, these have led to a changed culture in

school where achievement is not left to chance. The unquestionable expectation is that all of our Pupil Premium children will be highly successful in school and their achievements and academic success will be outstanding.

## Monitoring and Evaluation

When writing our action plan, we tried to ensure that our considered milestones were measurable, in an attempt to be able to successfully monitor and evaluate our actions and intended positive impact.

Our systems, when monitoring, were robust and consistent and this has been our approach throughout the project. Our evaluations have been supported by clearly identified success criteria and measurable outcomes.

A realisation was that evaluation is not about proving that something works, it was about understanding the impact or maybe in some cases, lack of it.

## Outcomes and Impact

Developing and changing teaching practices, through extensive professional development, has been the most powerful classroom strategy for closing our gaps. In particular 'cooperative learning' has significantly raised outcomes.

Whole school strategy: Improving the quality and consistency of teaching & learning, across the school, supported by a strong CPD culture. E.g. Kagan:

- It involves all the children actively in the learning process. As a result, children's progress has accelerated and the gap in school between Pupil Premium and non-Pupil Premium children is narrowing.
- It models problem solving techniques and critical thinking and, as a result, it has facilitated 'deep learning' especially for more able PP children.
- It is especially helpful in motivating children in specific curriculum areas and as a result this has increased children's positive attitudes towards their learning and has noticeably helped build the self-esteem of some PP children.

Targeted strategies: Early and targeted learning and pastoral interventions which are rigorously monitored and evaluated for all individual disadvantaged learners:

◆ Table 1: Key Stage 1 to Key Stage 2 Value Added Summary Report

Statistical significance tests have been performed on the data using a 95% confidence interval and, where the school value differs significantly from the corresponding national values for this group, it is highlighted in green (sig+) or red (sig-)

	No of pupils in latest year	Value Added						Value Added by Subject 2014					
		2012		2013		2014		Mathematics		Reading		Writing (TA)	
		School	National	School	National	School	National	School	National	School	National	School	National
All pupils	85	100.9	100.0	99.6	100.0	100.3	100.0	100.2	100.0	100.2	100.0	100.7	100.0
Boys	33	101.3	100.0	99.8	100.0	101.1	100.1	101.1	100.4	101.2	99.9	101.0	99.6
Girls	52	100.7	99.9	99.4	99.8	99.9	99.8	99.6	99.6	99.6	99.9	100.7	100.3
Free school meals	23	101.7	99.7	98.9	99.8	100.6	99.7	100.5	99.7	100.8	99.7	100.5	99.8
Non free school meals	62	100.8	100.0	99.9	100.0	100.3	100.1	100.1	100.1	100.0	100.0	100.9	100.0
Children looked after	-	104.5	99.6	99.8	99.8	-	99.8	-	99.7	-	100.0	-	99.8
Non children looked after	85	100.9	99.9	99.6	99.9	100.3	100.0	100.2	100.0	100.2	99.9	100.8	99.9
Disadvantaged pupils	23	101.7	99.7	98.9	99.8	100.6	99.7	100.5	99.7	100.8	99.7	100.5	99.8
Other pupils	62	100.8	100.0	99.9	100.0	100.3	100.1	100.1	100.1	100.0	100.0	100.9	100.0
Prior attainment – low	11	104.5	100.1	100.4	100.2	103.4	100.2	103.4	100.2	104.2	100.1	102.7	100.2
Prior attainment – middle	44	100.8	99.9	99.4	100.0	100.5	100.0	100.6	100.0	100.3	99.9	100.7	99.9
Prior attainment – high	30	99.7	99.7	99.6	99.8	98.9	99.8	98.4	99.8	98.7	99.8	100.2	99.8
Pupils on roll through yrs 5/6	80	100.8	100.0	99.6	100.0	100.3	100.0	100.1	100.0	100.1	100.0	100.8	100.0
First language – English	85	101.0	99.8	99.6	99.8	100.3	99.8	100.2	99.8	100.2	99.9	100.8	99.8
First language – other	-	-	100.8	-	100.8	-	100.8	-	101.1	-	100.2	-	100.6
Unclassified	-	-	99.1	-	99.2	-	99.1	-	99.0	-	99.4	-	98.9
Non SEN	66	100.3	100.1	99.5	100.1	100.0	100.1	99.7	100.2	99.7	100.1	100.6	100.1
SEN without a statement	19	103.0	99.3	100.5	99.4	101.7	99.4	101.7	99.4	101.8	99.4	101.4	99.3
School Action	8	103.1	99.6	101.5	99.6	100.0	99.6	100.3	99.6	99.1	99.6	100.5	99.6
School Action Plus	11	103.0	98.9	99.8	99.1	102.9	99.1	102.8	99.2	103.8	99.0	102.2	98.9
SEN with a statement	-	-	97.6	94.3	97.9	-	97.9	-	98.0	-	97.8	-	97.6



- A very strong commitment, shared by staff and governors, to do everything possible to remove any barriers that might hinder a pupil's development.
- Effective leadership which makes informed choices on a flexible basis that match the particular needs of our Pupil Premium children. As a result, we continue with interventions that are successful and amend our practice where it is less successful.
- As already stated, it is important that children have access to outstanding teaching; a key part of this is that they are supported by skilled and well trained teaching assistants.

### What Makes the Difference?

The overall package of support for our eligible pupils is comprehensive, well integrated and responsive to their changing needs. Our leadership teams put in place a balanced programme of whole school targeted and specialist support that takes into account the needs of all our pupils.

In 2014, greater value was added to disadvantaged pupils than to our other pupils, with our disadvantaged pupil value added figure being 0.9 greater than National (see Table 1).

A higher percentage of disadvantaged pupils made expected and more than expected progress in reading than their counterparts within school and nationally. 100% of disadvantaged pupils made expected progress in reading (see Table 2).

*“A higher percentage of disadvantaged pupils made expected and more than expected progress in reading than their counterparts within school and nationally”*

100% of disadvantaged pupils made expected progress in writing compared to 97% of their counterparts within school and 94% nationally (see Table 3).

### Sustaining and Building on Success

In the majority of areas, the school proportions show that disadvantaged pupils have made in line with or greater than the national figures for national non-disadvantaged pupils, thus being highlighted yellow.

In Reading, 12 children achieved Level 2 at KS1. Of these 4 children achieved 3 levels progress. 2 more of the 12 children achieving Level 2 at KS1 needed to achieve level 5 in order for the difference to be greater than the National percentage of other children.

In Writing, 14 children achieved Level 2 at KS1. Of these 2 children achieved 3 levels progress. 4 more of the 14 children achieving Level 2 at KS1 needed to achieve level 5 in order for the difference to be greater than the National percentage of other children (see Table 4).

### General Reflections

Taking an evidence-based approach at Stocksbridge Junior School has enabled us to realise that, whilst it is true that each school is unique, it is equally true that outstanding teaching and leadership and a relentless focus on improvement, are what will make a real difference whatever the context of, or degree of challenge within the school. We know this because there is compelling evidence which demonstrates that high quality teaching and leadership are vital in raising attainment. We also know that schools that are most effective in improving outcomes for disadvantaged pupils always use evidence about what makes a real difference to prompt change in their practice and therefore can do so with confidence.

**Sam Gaymond, Headteacher – Stocksbridge Junior School**

◆ Table 2: Expected Progress in Reading Key Stage 1 to Key Stage 2 for Disadvantaged Pupils, Sub-level Variation

This table shows the number of pupils attaining each reading Key Stage 2 attainment level and their corresponding reading Key Stage 1 prior attainment

Number of pupils	Key Stage 2 reading level										Expected progress				More than expected progress			
	Sub level	Other or no KS2 result	W	1	2	3	4	5	6	Total no of disadvantaged pupils	Disadvantaged pupils achieving expected progress	Disadvantaged pupils % achieving expected progress	School (other pupils) % achieving expected progress	National (other pupils) % achieving expected progress	Disadvantaged pupils achieving more than expected progress	Disadvantaged pupils % achieving more than expected progress	School (other pupils) % achieving more than expected progress	National (other pupils) % achieving more than expected progress
Other or no prior available		0	0	0	0	0	0	0	0	0	0%	0%	2%	-	-	-	-	
W		0	0	0	0	0	1	0	1	1	100%	0%	61%	1	100%	0%	31%	
1		0	0	0	0	0	2	2	4	4	100%	100%	85%	4	100%	100%	64%	
KS1 reading level	2C	0	0	0	0	0	2	1	3	3	100%	88%	85%	1	33%	0%	21%	
	2B	0	0	0	0	0	5	3	8	8	100%	100%	96%	3	38%	54%	39%	
	2A	0	0	0	0	0	1	0	1	1	100%	100%	99%	0	0%	58%	66%	
3		0	0	0	0	0	6	6	6	100%	100%	74%	91%	0	0%	0%	1%	
4		0	0	0	0	0	0	0	0	0	0%	0%	7%	-	-	-	-	
Summary										23	100%	90%	92%	9	39%	34%	34%	
Total cohort of disadvantaged pupils										23								

■ Pupils making more than expected progress    
 ■ Pupils making expected progress    
 ■ Pupils making less than expected progress    
  Pupils whose progress could not be determined and have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort

◆ Table 3: Expected Progress in Writing Key Stage 1 to Key Stage 2 for Disadvantaged Pupils, Sub-level Variation

This table shows the number of pupils attaining each writing Key Stage 2 attainment level and their corresponding writing Key Stage 1 prior attainment

Number of pupils	Key Stage 2 writing level								Expected progress				More than expected progress				
	Sub level	Other or no KS2 result	W	1	2	3	4	5	6	Total no of disadvantaged pupils	Disadvantaged pupils achieving expected progress	Disadvantaged pupils % achieving expected progress	School (other pupils) % achieving expected progress	National (other pupils) % achieving expected progress	Disadvantaged pupils achieving more than expected progress	Disadvantaged pupils % achieving more than expected progress	School (other pupils) % achieving more than expected progress
Other or no prior available		0	0	0	0	0	0	0	0	0	0%	100%	100%	15%	-	-	-
W		0	0	0	0	1	0	0	0	1	100%	100%	0%	67%	1	100%	0%
1		0	0	0	0	0	3	0	0	3	100%	100%	100%	94%	3	100%	56%
KS1 writing level	2C	0	0	0	0	0	5	0	0	5	100%	100%	83%	88%	0	0%	9%
	2B	0	0	0	0	0	6	0	0	6	100%	100%	100%	98%	0	0%	30%
	2A	0	0	0	0	0	1	2	0	3	100%	100%	100%	100%	2	67%	65%
3		0	0	0	0	0	0	5	0	5	100%	100%	94%	0	0%	19%	12%
4		0	0	0	0	0	0	0	0	0	0%	0%	0%	55%	-	-	-
Summary										23	100%	97%	94%	6	26%	44%	34%
Total cohort of disadvantaged pupils										23							

■ Pupils making more than expected progress    
 ■ Pupils making expected progress    
 ■ Pupils making less than expected progress    
 ■ Pupils whose progress could not be determined and have therefore been excluded from the school calculation. These pupils are included in the figure for the total cohort



◆ Table 4: Closing the Gap Trend – Disadvantaged Pupils. Percentage Achieving Expected Progress and More Than Expected Progress from Different Starting Points

		2012						2013						2014					
		Expected progress		More than expected progress		Cohort	Diff %	Expected progress		More than expected progress		Cohort	Diff %	Expected progress		More than expected progress			
		School %	National other %	Diff %	School %			National other %	Diff %	School %	National other %			Diff %	School %	National other %	Diff %		
Mathematics	Disadvantaged pupils	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
		Other pupils	59	19	27	63	3	53	82	39	23	4	16	51	22	43	7	-	
	Disadvantaged pupils	100	19	100	63	3	-	-	-	-	-	-	-	-	-	-	-	-	-
		Other pupils	100	81	100	63	3	67	82	39	0	4	16	84	43	75	32	7	
	Disadvantaged pupils	11	0	73	39	17	88	91	36	36	14	7	93	38	43	5	38	5	
		Other pupils	48	7	56	22	28	100	91	7	7	37	7	100	35	35	3	-3	
	Disadvantaged pupils	2	10	0	-15	2	50	91	27	-27	5	-12	92	37	20	-17	37	-17	
		Other pupils	17	4	12	-3	17	100	91	-9	21	-11	81	24	24	24	37	-13	
	Disadvantaged pupils	-	-	-	-	-	-	-	-	-	1	39	61	31	100	31	69	69	-
Other pupils		-	-	-	-	-	-	63	-	-	-61	-	-	-	-	-	-	-	
Disadvantaged pupils	-	-	-	-	2	100	83	56	44	4	15	85	64	100	64	36	36	36	
	Other pupils	-	-	-	-	6	83	67	11	3	15	100	100	100	100	15	15	36	
Disadvantaged pupils	-	-	-	-	14	93	93	40	-33	12	5	95	47	33	47	-14	-14	-14	
	Other pupils	23	3	35	-5	40	96	35	-5	40	3	98	45	45	45	3	3	-2	
Disadvantaged pupils	-	-	-	-	3	67	88	2	-2	6	9	91	1	0	1	-1	-1	-1	
	Other pupils	19	-4	5	3	19	84	5	3	19	-17	74	0	0	0	-1	-1	-1	
Disadvantaged pupils	-	-	-	-	-	-	-	-	-	1	33	67	42	100	42	58	58	58	
	Other pupils	1	30	0	-43	1	100	0	-43	-	-	-	-	-	-	-	-	-	
Disadvantaged pupils	-	-	-	-	4	100	93	51	49	3	6	94	56	100	56	44	44	44	
	Other pupils	4	7	100	49	4	100	7	49	3	6	100	56	100	56	44	44	44	
Disadvantaged pupils	-	-	-	-	13	85	95	32	-1	14	4	96	36	14	36	-22	-22	-22	
	Other pupils	32	5	38	6	42	100	5	6	42	2	50	36	50	36	14	14	14	
Disadvantaged pupils	-	-	-	-	2	100	90	10	40	5	8	92	12	0	12	-12	-12	-12	
	Other pupils	11	10	18	8	16	100	10	8	16	2	94	19	19	7	7	7	7	

## Ballifield Primary School



improve outcomes

Number on roll: 497

Proportion of disadvantaged learners: 14.7%

About: Focusing on individual learners to

### Context

Ballifield is a large primary school in the South East of Sheffield, educating children from three to 11. The vast majority of pupils are from a white British background. A small number speak English as an additional language, though this number is increasing. The percentage of children eligible for the Pupil Premium is low, as is the number of children with special educational needs. The latest RAISEonline data shows that in KS1 disadvantaged pupils did better than the national average in reading and maths and the gap has closed between these pupils and others. In KS2 disadvantaged pupils' attainment is lower than the national average but progress is better in reading and maths, particularly for those children attaining level 2 in KS1 assessments. (See Table 1)

### Barriers

From the outset of the project it became clear that the main barrier to achievement for disadvantaged pupils was the level of accountability for this group of pupils by the teaching staff.

We first highlighted the inconsistencies in this when we undertook a Triad project with two other local primary schools. This was based around the provision we had in place for disadvantaged pupils. The head



teachers of the other schools visited Ballifield and carried out a learning walk around school and had conversations with all staff about the number of Pupil Premium children they had in their class and how well those children were doing in comparison to their peers. From this it became clear that a small number of staff were able to identify all the disadvantaged pupils in their class and could state exactly where they were in comparison to their peers; however other staff were unable to do this. If this was the case, it became very clear that the progress and attainment of these pupils was at risk. Our action plan focused on this point and this became the area of development we focused on initially.

### Actions

From the work done on the Triad project it was clear that we needed to look at improving the accountability of the teaching staff for disadvantaged pupils, in order to improve the consistency of approach throughout the school. We started this by including disadvantaged children on the pupil progress proforma so that staff had to analyse the progress made by these children compared to their peers and what they were going to do about any gaps that were apparent. This was a start but did not go far enough in raising the profile of disadvantaged pupils in school which is what we really wanted to achieve.

Therefore we decided to hold a Professional Development Meeting (PDM) at the beginning of the

◆ Table 1: Percentage of Pupil Premium Children

Year Group	No of PP children
F2	6
Year 1	8
Year 2	6
Year 3	5
Year 4	6
Year 5	15
Year 6	10

*“we introduced the policy that we would hold half-termly pupil progress meetings that would focus solely on the achievement and progress of our disadvantaged pupils”*

school year to raise staff awareness and introduce pupil passports (see Appendix 1) and increased pupil progress meetings for disadvantaged pupils. We started the PDM by asking staff which children were eligible for Pupil Premium, what the money could be spent on, what proportion of children in school were eligible and how many children were in their class. This was a very useful exercise as it highlighted some misconceptions about how money could be spent and who was eligible, which we were able to clear up during the course of the meeting. It also highlighted that TAs were unfamiliar with the terminology and were not aware of the disadvantaged pupils that they were working with, which again we were able to sort during the meeting.

During the PDM we also introduced the policy that the reasoning behind this was to raise the profile of the children in school but also to ensure that all children were receiving some additionality as this needed to be evidenced on the passport, as well as three achievable targets that the children would work on through the additionality. These passports would also be shared with parents during parents' evenings so that they were clear about what their children were getting and the impact it was having.

Alongside this we introduced the policy that we would hold half-termly pupil progress meetings that would focus solely on the achievement and progress of our disadvantaged pupils. In general, staff were open to these changes because we presented them as a way of improving the provision for these children and stated that they would enable teachers to evidence more clearly what they were putting in place for their disadvantaged pupils, which had become a performance management target for all staff.

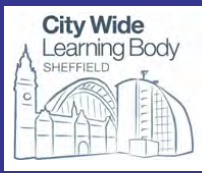
### Impact

The pupil passports and pupil progress meetings have undoubtedly raised the profile of disadvantaged pupils in school. During the first half-termly progress meeting all teaching staff were able to confidently state who their disadvantaged pupils were and what



additionality they were receiving. They also all had pupil passports set up with clear targets for the children and what they wanted them to achieve. This was a huge improvement on previous meetings where staff were unclear about all their disadvantaged children and could not always state what was being provided for them. However the staff were still unsure about the progress and achievement of these children and the conversations we had were more anecdotal than a demonstration of hard evidence of what the additionality was doing for the children.

One member of staff had provided information about where the children were when they joined her class, where they were at the time of the meeting and whether or not they were on track to reach their end of year target. We decided that this was the sort of information that we required from all staff in order to make the meetings meaningful and purposeful (see Appendix 2). We introduced the proforma to all staff during a subsequent PDM. This proved to be more useful at the subsequent pupil progress meeting as we were able to clearly see which pupils were making progress and who needed some additional support, which we could identify through the provision map process. The meetings showed that the children were all making progress; in some cases accelerated progress, although their attainment was lower than their peers, with very few working at ARE. This information is skewed a little due to the new assessment procedures in place, that have meant the large majority of pupils in school are currently working below ARE, due to the ramping up of expectations with the new curriculum.



### ◆ Appendix 1: Pupil Premium Passport to Success

Name:

Class:

Class Teacher:

Photo

Strengths:

Difficulties:

Additional Support Given:

Target	Date Set	How will we know the target has been achieved?	Date Achieved

My role as parent/carer will be to	My role as class teacher will be to	My role as SENCO will be to



Analysis of data from the previous year's results shows that in all year groups except year two, that disadvantaged children are behind their peers in

terms of attainment, but that the gap between the two is closing, with the difference between the disadvantaged and non-disadvantaged groups decreasing (except in reading in year 6). In terms of progress the picture is less consistent- apart from year 6 all year groups are in line with or ahead of their peers in terms of the progress they have made. However, in some groups the amount the children are ahead is decreasing – e.g. in year 3 writing and maths, and in year 4 reading (see Appendix 3 and 4). Comparison between this year's progress and attainment has been made more difficult with the changes in assessments, but we expect to see an improving picture due to the raised profile of these children in school. As well as the obvious benefits to the children's progress and attainment, the staff have also benefited from the process, as they feel more confident when discussing their disadvantaged children and are able to see the benefits for the children involved. (See Appendix 5 for quotes from staff).

**Clare Roddis – Assistant Head Ballifield Primary School**

### ◆ Appendix 2: Pupil Premium Children

Name:

	Reading	Writing	SPAG	Maths
On entry	Step	Step	Step	Step
Autumn 1				
On target (Step: Autumn 1)				
Spring				
On target (Step: Spring)				
Summer				
On target (Step: Summer)				

Analysis:

Area of need:

Support:

◆ Appendix 3: Pupil Premium Children Attainment from Autumn 2013 – Summer 2014

Year Group	Autumn 2013		Spring 2014		Summer 2014		
	APS points	Comparison to average	APS points	Comparison to average	APS points	Comparison to average	Comparison to previous term
<b>TWO (5)</b>							
Reading	12.2	0.2 ahead	14.2	0.3 behind	17.8	1.8 ahead	Diff 2.1+
Writing	10.6	0.4 behind	13.0	0.3 behind	14.6	0.6 ahead	Diff 0.9+
English	11.4	0.1 behind	13.6	0.3 behind	16.2	1.2 ahead	Diff 1.5+
Maths	12.2	0.2 ahead	14.6	0.2 ahead	17.0	1.0 ahead	Diff 0.8+
<b>THREE (7)</b>							
Reading	12.0	5.0 behind	14.0	3.7 behind	15.7	3.3 behind	Diff 0.4+
Writing	11.3	3.7 behind	13.0	3.7 behind	13.7	3.3 behind	Diff 0.4+
English	11.6	4.4 behind	13.5	3.7 behind	14.7	3.3 behind	Diff 0.4+
Maths	14.3	1.7 behind	16.0	1.9 behind	16.4	1.6 behind	Diff 0.3+
<b>FOUR (16)</b>							
Reading	18.2	1.8 behind	19.4	1.5 behind	20.6	1.5 behind	Same
Writing	17.0	1.0 behind	17.8	2.1 behind	18.9	1.2 behind	Diff 0.9+
English	17.6	1.4 behind	18.6	1.8 behind	19.8	1.3 behind	Diff 0.5+
Maths	19.0	In line	19.3	1.8 behind	20.3	0.6 behind	Diff 1.2+
<b>FIVE (9)</b>							
Reading	20.1	2.9 behind	21.0	3.2 behind	22.6	2.4 behind	Diff 0.8+
Writing	19.0	2.0 behind	20.1	3.1 behind	21.7	1.3 behind	Diff 1.8+
English	19.5	2.5 behind	20.5	3.2 behind	22.2	1.8 behind	Diff 1.4+
Maths	20.1	1.9 behind	21.4	3.0 behind	23.2	0.8 behind	Diff 2.2+
<b>SIX (11)</b>							
Reading	23.7	2.3 behind	24.1	3.3 behind	25.4	3.6 behind	Diff 0.3-
Writing	21.9	2.1 behind	22.8	3.6 behind	24.5	1.5 behind	Diff 2.1+
English	22.8	2.2 behind	23.5	3.4 behind	25.0	2.0 behind	Diff 1.4+
Maths	23.7	1.3 behind	24.8	2.8 behind	27.0	1.0 behind	Diff 1.8+

◆ Appendix 4: Pupil Premium Children Progress from Autumn 2013 – Summer 2014

Year Group	Autumn 2013		Spring 2014		Summer 2014		
	APS points	Comparison to average	APS points	Comparison to average	APS points	Comparison to average	Comparison to previous term
<b>TWO (5)</b>							
Reading	0.4	1.4 behind	4.2	1.1 behind	6.0	0.5 ahead	Diff 1.6+
Writing	1.2	0.5 behind	4.8	0.1 behind	5.0	0.1 behind	Same
English	0.8	0.9 behind	4.5	0.6 behind	5.5	0.2 ahead	Diff 0.8+
Maths	1.2	0.7 behind	5.6	0.4 ahead	6.0	0.5 ahead	Diff 0.1+
<b>THREE (7)</b>							
Reading	1.0	In line	2.5	1.1 ahead	4.7	1.8 ahead	Diff 0.7+
Writing	0.6	0.3 behind	2.3	0.5 ahead	3.0	0.4 ahead	Diff 0.1-
English	0.1	0.1 behind	2.4	0.8 ahead	3.9	1.2 ahead	Diff 0.4+
Maths	0.3	0.3 behind	2.3	0.5 ahead	2.6	In line	Diff 0.5-
<b>FOUR (16)</b>							
Reading	4.7	0.7 ahead	6.1	1.5 ahead	7.4	1.0 ahead	Diff 0.5-
Writing	4.9	1.4 ahead	5.8	0.8 ahead	7.0	1.4 ahead	Diff 0.6+
English	4.0	0.3 ahead	6.0	1.2 ahead	7.2	1.2 ahead	Same
Maths	4.6	1.0 ahead	4.4	0.6 ahead	5.4	0.4 ahead	Diff 1.0+
<b>FIVE (9)</b>							
Reading	9.1	1.9 ahead	9.7	1.8 ahead	11.6	2.1 ahead	Diff 0.3+
Writing	7.8	1.4 ahead	8.9	0.6 ahead	10.4	1.9 ahead	Diff 1.3+
English	8.4	1.6 ahead	9.3	1.2 ahead	11.0	2.0 ahead	Diff 0.8+
Maths	7.5	0.9 ahead	8.9	0.6 ahead	10.7	2.1 ahead	Diff 1.5+
<b>SIX (11)</b>							
Reading	10.0	0.8 behind	10.4	0.7 behind	11.6	1.7 behind	Diff 1.0-
Writing	8.9	0.7 behind	9.8	1.7 behind	11.5	0.2 behind	Diff 1.5+
English	9.4	0.8 behind	9.3	1.1 behind	11.6	0.6 behind	Diff 0.5+
Maths	9.6	0.2 behind	8.9	1.0 behind	12.7	0.8 ahead	Diff 1.8+

## ◆ Appendix 5: Quotes From Staff re Pupil Premium Action Research Project

### **F2 teacher**

*"Knowing that it is closely monitored/ managed by SLT raises its importance in the classroom."*

### **Year 5 teacher**

*"I think that the extra pupil progress meetings and passports have been useful because they have kept the Pupil Premium children at the forefront of our minds. On the downside I have found that the targets I have written have not been specific enough and so haven't had the effect I wanted. This is something I need to work on."*

### **F2 teacher**

*"We have to show what extra support we are providing and the meetings promote this. It should all be in place anyway as it's part of our job but it helps to ensure that things are in place in the classroom. It also gives SLT and teachers dedicated time to discuss the needs of this group and to explore together what support options are available. The only issue we have found at our end is the introduction of universal free school meals, so as there are some children who are eligible but not currently getting the funding."*

### **Year 2 teacher**

*"It has made a difference as it has made me more aware of my Pupil Premium children and helped me keep on top of what they are doing. Including the TAs in the process has been good as they are more aware of the children and are able to target specific children. The passports are useful, especially as we have been annotating them all the time with any progress made. They are also easy to fill in and not too time consuming. The pupil progress meetings have meant that the children are not dropping off the radar, and keep staff on their toes regarding what to do next for them."*

### **Year 1 teacher/phase leader**

*"It has made everyone aware of the children's needs and that the support for them needs to be something additional. It also makes you think more creatively about how to use your time in class and your TA support. I also like that we look at the children's strengths as it's nice to be positive."*

### **Nurture leader (TA level 3)**

*"The feedback from the meetings and passports has helped us a lot in what we plan for the children and extra things that we can include for them e.g. word zappers and everyday writing books. I can also keep up-to-date profiles on the children and look at what I can do to help them achieve their targets on their passport."*



## Stocksbridge High School



Number on roll: 857

Proportion of disadvantaged learners: 22%

About: Focusing Pupil Premium on the classroom and adopting model practice in process improvement

### Context

Prior to embarking on this project, Pupil Premium funding was allocated to a range of additional provisions such as breakfast clubs, catch up intervention and incentives round attendance and punctuality.

While there was some evidence of impact around the particular focus of each intervention, improved progress overall had not been embedded and our gaps in attendance, behaviour and therefore pupil progress, had not narrowed.

In looking at our data and taking lessons from research, we concluded that an 'intervention culture' had grown up which was having the unintended consequence of reducing the sense of accountability that each teacher feels for the progress of students with the most significant barriers to learning.

In response to this, we redirected time and money away from additional intervention and toward improving training and systems which support high quality teaching every lesson. We did this through:

Investment in improved data tracking systems to inform quality assurance and improvement planning:

- Investment in training and support for our middle leaders in quality improvement strategies, action planning and impact evaluation
- Increased investment in professional development for teachers, through:
  - Use of the Outstanding Teacher Programme and Improving Teacher Programme
  - Creation of a team of 'lead learners'
  - Institution of the 'lesson study' approach to self improvement

We applied to take part in the Action Research Project as we hoped to learn from others, locally and nationally. We hoped, specifically, that the action research approach would help us to be much more effective in evaluating the impact of our work. We



recognised that we had been doing lots of good things with the best of intentions, but in the end we didn't have a clear picture of what had or hadn't worked or why this was the case.

I had been fortunate to be part of some NHS training on the science of 'Quality Improvement' and I had been personally inspired by the evidence of transformational work in many different fields. This project excited me as it was a chance to learn more about how to apply this approach in school.

We began with a 'global aim' for the project. The key here was not to aim at something we were certain we would achieve. Instead we were bold enough to name what we really wanted to achieve, safe in the knowledge that we almost certainly wouldn't! This provided a clear framework within which we could evaluate our success (& failure) and also ensured that we didn't set out simply to find a quick fix for a symptom instead of tackling the underlying causes of the problem.

### Global Aim

We believe that a measure of quality in education is the extent to which excellence is achieved by all students, irrespective of disadvantage or barrier to achievement.

Our aim in this project is to eliminate variation in achievement between Pupil Premium students and non-Pupil Premium students through a focus on quality provision, informed by a rigorous cycle of review and planning.

### Project Actions

Through the project, we chose to track the impact of some of our improvement strategies on our most disadvantaged students:

- **Partnership working with Stocksbridge Junior School to implement the use of Kagan structures in order to improve cooperative learning at the High School:** By adopting classroom approaches recognised from primary school, we hoped to smooth transition. We also wanted to test the idea that supporting children to be effective cooperative learners would have the most significant impact on the most disadvantaged students.
- **Use of attendance panels:** As well as a gap in achievement, there was a clear gap in typical levels of attendance between our Pupil Premium and non-Pupil Premium students. Through the project we wanted to evaluate the specific impact of this strategy on our Pupil Premium children.
- **Academic mentoring:** We introduced a more systematic programme of academic mentoring involving subject teachers and form tutors working with students to develop targets round data collection and reports. Through the Action Research Project we sought to assess the impact of the system on the progress of our Pupil Premium students.

### Impact of the Project Actions and Other Learning

We do have a pattern of narrowing gaps between the progress made by Pupil Premium children and others, evident in GCSE outcomes and in the progress tracking data for students in lower years (please see Table 1).

Our overall attendance figures improved from 2013 to 2014, though the level of persistent absence amongst Pupil Premium children actually increased as did the gap between this figure and that for other children in the school.

It is still too early to reflect on the specific impact of Kagan and indeed on our academic mentoring work.

The most significant impact of the project to date has been the way we now think differently about improvement planning. The action research methodology has found its way into every aspect of our appraisal, quality assurance, planning and review processes.

We have carried out training for senior and middle leaders on the quality improvement approach. I am confident that this change in focus and approach has led to genuine improvement in the quality of teaching which in turn has resulted in the narrowing of gaps in progress that we are now seeing.

While we have not yet seen an impact of our strategies on the complex issue of persistent absence, I am confident that we now at least have a means to analyse what has worked and what hasn't. This improves our chance of improving outcomes in this challenging area.

Finally, we have been encouraged in our belief that there is no need to focus largely on additional intervention which implies tacit acceptance that our 'standard' provision cannot meet the needs of disadvantaged students. We have been given confidence to focus our resources on improving the 'day to day' quality of practice as the best means to enable progress for all.

**Steve Davies, Headteacher, Stocksbridge High School**

◆ **Table 1: Gap Analysis – Difference in the Proportions Pupil Premium and Non Pupil Premium Students Making (or on Track to Make) 3 and 4 Levels Progress from KS2 to KS4**

	Nat 2013	Y11 2013	Y11 2014	Y10 2014	Y9 2014	Y8 2014	Y7 2014
3LP English	-12	-23	-17	-16	-11	-26	9
4LP English		-15	-12	-10	-8	-27	9
3LP Maths	-16	-46	-17	-3	-20	-15	-4
4LP Maths		-23	-17	-13	-29	-19	3

## Talbot Specialist School



Number on roll: 164

Proportion of disadvantaged learners: 38%

About: Research into how physical exercise can support students that have complex learning difficulties

### Context

Talbot Specialist School provides education and learning opportunities for students in years 7-14 who have severe and complex learning difficulties. Many students have overlapping conditions including sensory impairments and mental health difficulties. There are 164 students on roll. Due to the diversity of need and learning styles the curriculum is flexible and personalised in order to enable all students to have full access and offer the greatest opportunities for success.

The Action Research Project was carried out with a group of six students who are in Years 9 and 10. All the students have multiple and complex learning difficulties, including autism. The main aim of this project was to look at the effect of physical exercise on engagement in learning and how this impacted on behaviour in class throughout the day.

### Barriers to Learning

The biggest barrier to learning for these students was autism and the high levels of anxiety and stress associated with this. The second major barrier was the students' resistance to change in their daily routine, again due to their autism. A third barrier was identifying time within a highly structured timetable for physical exercise, so time was prioritised at the start of the day. Finally, students needed a positive attitude towards the project and this was nurtured through trust and positive relationships with the staff involved in delivering the activities.

### Actions

Structured exercise routines were developed in partnership with the PE and school sport coordinator and were carefully introduced from 9.00 – 9.30am. By having the exercise routines at this time in the morning it was possible to see the effects it had on the students' behaviour throughout the day. One exercise routine was introduced per half term in order



to identify the effects it was having on that day and to compare this to the rest of the week. The exercise routine started on Mondays because this was a particularly difficult day for the students and they all regularly displayed negative behaviour on this day.

In trying to understand the barriers autism presents for the students, an exercise routine was designed which included activities that they all seemed to enjoy. It was important that the first exercise routine was one that they would find fun and exciting. The routine is made up of a mini trampoline, step, skipping ropes and throwing beanbags into a target, and is set up as a circular activity so the students moved from one activity to the next.

For the second half term (Autumn 2) the students were introduced to 'idance', which is a virtual dance session using a website. The students followed the instructions and actions given by a person on the screen. This was done carefully as we were not sure how the students would react to either the music or the dance routines. By staying in the classroom the familiarity of the room gave the students confidence to try something new.

In the third half term (Spring 1) yoga was introduced on a Thursday morning as a different form of exercise and to see if a calmer and more relaxing exercise had the same positive effect on behaviour. (See Appendix 1)

### Monitoring and Evaluation

In the first half term it took the students 3-4 weeks to get used to the new routine and there was initially



*“The impact of introducing the exercise routines has exceeded our expectations. The students are much calmer on the days that they do the routines and the number of behaviour incidents has decreased significantly.”*

little change in the students’/their behaviour. It then became apparent that for the first time since the start of the school year, on Mondays none of the students were removing themselves from any lessons. At the beginning of the second half term the students were confidently coming into class on Monday mornings and independently starting their exercise routine using the equipment provided. They were beginning to indicate that they were enjoying themselves through making positive noises, wanting to use the equipment for longer, and smiling and laughing.

By monitoring the students’ reactions to the ‘dance’ in the second half term, it has been possible to transfer

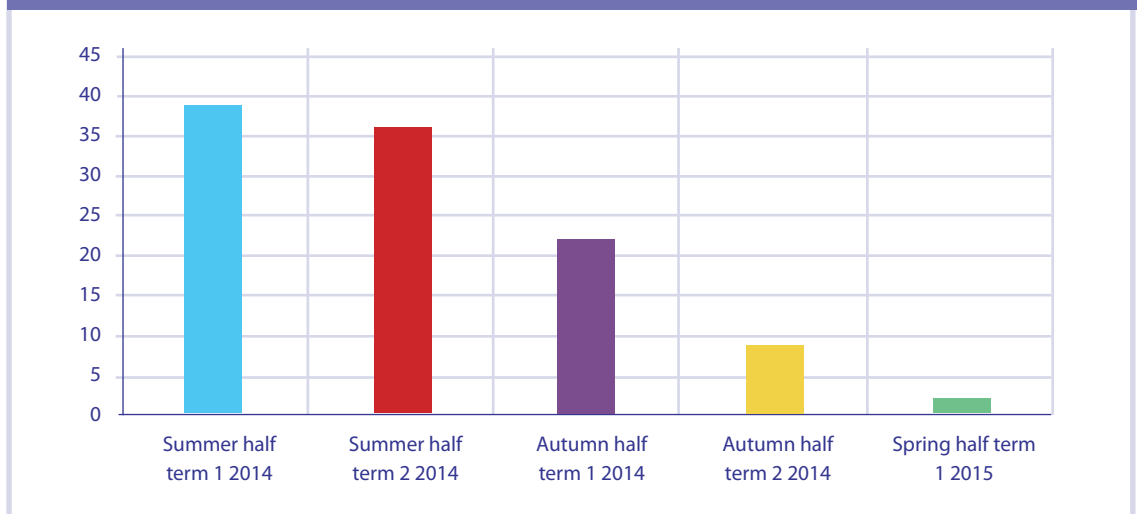
the class to the sports hall to continue with this activity as part of their PE lessons. This is significant progress as three of the students were previously very reluctant to go to the hall. Another huge and positive effect is that all of the students are now able to remain in the hall and are calm for the entire PE lesson.

The students responded well to the yoga sessions and it only took two weeks for them to understand the change in routine for their Thursday timetable. All of the students now come into the room, find a mat, take their shoes and socks off and follow the movements demonstrated by the yoga instructor.

### Impact

The impact of introducing the exercise routines has exceeded our expectations. The students are much calmer on the days that they do the routines and the number of behaviour incidents has decreased significantly.

◆ Figure 1: The Decrease in Significant and Recorded Incidents of Behaviour From Summer Term 1 2014 to Spring Term 1 2015



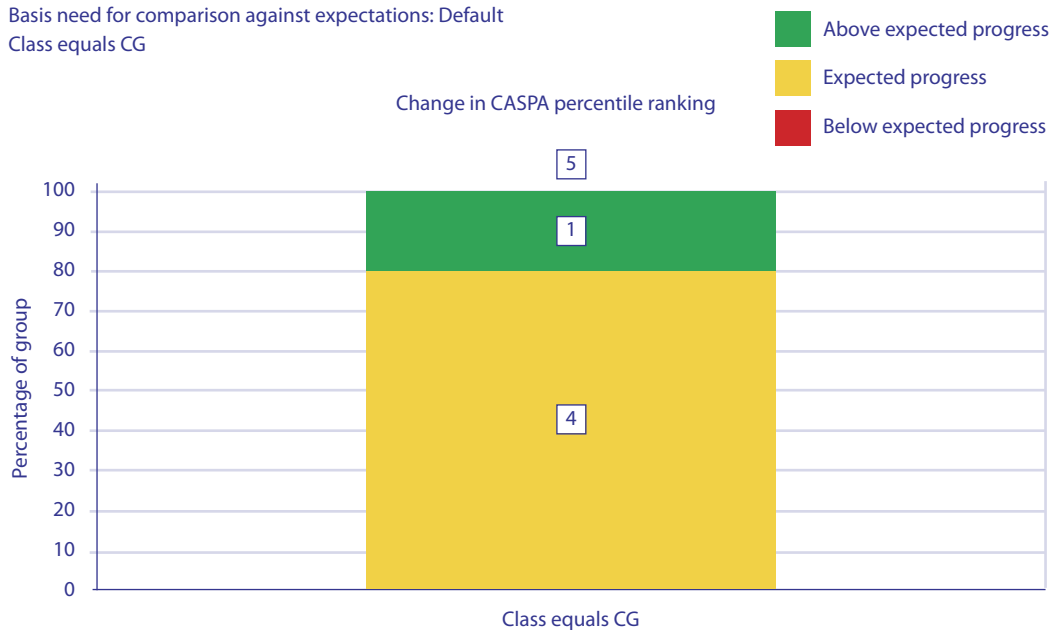
### ◆ Figure 2: Progress in Language and Literacy From Summer 2013 to Summer 2014

Comparison of progress vs expectations, Summer 2013 (result) to Summer 2014 (result)

Subject: Language and Literacy

Basis need for comparison against expectations: Default

Class equals CG



### ◆ Figure 3: Progress in Language and Literacy From September 2014 to February 2015

Comparison of progress vs expectations, Summer 2014 (result) to Current 2015 (result)

Subject: Language and Literacy

Basis need for comparison against expectations: Default

Class equals CG

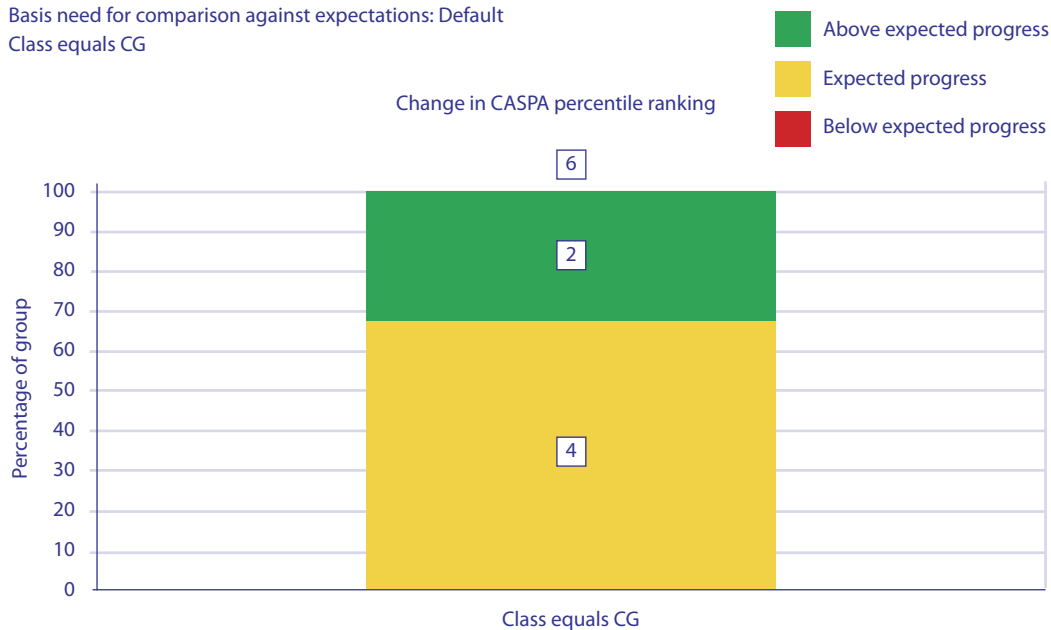


Figure 1 shows the decrease in significant and recorded incidents of behaviour from Summer term 1 2014 to Spring term 1 2015.

The project started in Autumn 1 2014 and the reduction in behavioural incidents is convincing. In Spring 1 2015 there were only two incidents compared to 39 in Summer 1 2014.

A further breakdown of the number of recorded behaviour incidents for each individual student is given in Appendix 2.

The impact on engagement in learning and progress has been equally significant.

Figure 2 and Figure 3 show the progress made by these students in language and literacy. The students were all assessed using B squared and this data was analysed using CASPA (Comparison and Analysis of Special Pupil Attainment).

The data shows that two pupils are now making better than expected progress and all others are making expected progress. In addition, evidence from observations has shown that students are calmer, engaging for longer periods in learning activities, remaining in class throughout lessons and interacting more with staff – and one student has begun communicating verbally, both in class and at home.

## Other Learning

It has been incredible to see how the students have progressed so far this year and how they have reacted to the exercise routines. The students are sitting in lessons for longer and their ability to focus and sustain concentration has vastly improved. Their stress and anxiety levels have reduced and they are enjoying their education more. The evidence for this is seen in their reactions to activities by laughing, responding more, their eagerness to want to try and/or join in, positive noises/reactions and most importantly, positive behaviour.

**Case study written by Carolyn Sutcliffe, Headteacher, Talbot Specialist School, and Cheryl Gaughan, Phase Leader, Years 9/10**

*Acknowledgements and thanks to:  
Mark Dolan, PE and school sport coordinator  
Rowena Thorpe, HLTA Behaviour*

### ◆ Appendix 1: Programme of Activities

	Monday 9.00-9.30	Tuesday 9.00-9.30	Thursday 9.00-9.30
Autumn term 1 2014	Circuit of activities		
Autumn term 2 2014	Circuit of activities	idance	
Spring term 1 2015	Circuit of activities	idance	Yoga

### ◆ Appendix 2: Number of Behaviour Incidents

	Student A	Student B	Student C	Student D	Student E	Total
Summer half term 1 2014	4	6	11	8	10	39
Summer half term 2 2014	3	8	10	5	10	36
Autumn half term 1 2014	0	0	12	2	8	22
Autumn half term 2 2014	2	1	4	0	2	9
Spring half term 1 2015	1	0	1	0	0	2

## Tinsley Meadows Primary School



Number on roll: 578

Proportion of disadvantaged learners: 68.3%

About: A school where children overcome multiple barriers to learning within a complex and deprived community. Pupil Premium award winners 2015

### Context

The school is in an area of economic deprivation serving the community of Tinsley. Tinsley is an ever changing area. Once predominantly a Pakistani community, Tinsley is now seeing a rise in the number of Roma Slovak settlers. With the changing demographic and historic persecution in their home countries, some of our children experience cultural conflict resulting in low self-esteem and behavioural difficulties.

Despite the high level of deprivation we do not have a high number of children who are eligible for Pupil Premium. This is currently 59%. Most of our families fall out of the categories needed to be eligible for benefits. For some families this makes them even more vulnerable. We therefore treat every child as a Pupil Premium child.

Almost all of our pupils speak English as an additional language and a small percentage of children are new to English. The number of new arrivals in school is high (fluctuating between 25-30%). Our school has the highest mobility rate in Sheffield with the vast majority of families arriving or leaving the country. Attendance is a particular challenge due to extended leave to visit home countries or for religious observance. Many children leave the school part way through the key stage and return having missed a significant amount of education.

Due to the levels of deprivation many of our children are very small in size and suffer from poor health due to malnourishment. Also, many have serious undiagnosed illnesses such as heart and lung defects. Hearing and vision is a particular concern.

Our children have a higher than average number of children with Special Educational Needs and Disabilities.

An additional challenge is the number of pupils with a 'cause for concern' or some form of involvement with social services is extremely high. Serious disclosures



are fairly common in our school and a large number of children live with emotional trauma. Neglect is another key area of cause for concern, as parents struggle to ensure that children's needs are met on very low incomes.

Most pupils' attainment on entry is very low and the development of language and communication skills is a high priority.

### Actions

The school bravely steered away from traditional in-class immersion for language development because the large numbers prevented the provision of quality language models from peers and more experienced English speakers of the same home language were readily offering translation, preventing true immersion. To achieve effective immersion, dedicated classes have been established (2 in KS2 and 1 in KS1) whereby children with little or no English receive intensive language provision in order to rapidly secure the skills with which they can access the national curriculum. The school has invested in training for teachers that promote accelerated language development (Communicate in Print, Makaton and Stories for Talking) and this is proving to be particularly effective. We see every lesson as a language lesson and promote the use of sentence openers to be used in every lesson and on display at all times.

The school has a robust programme in place for the improvement of attendance which is fully embedded into school practice. Any absence is followed up by a telephone call or a home visit where appropriate.



*“The school provides a nutritious breakfast for every child every day. Children are also provided with food and clothing which is funded through donations and fundraising events.”*

Extended leave is never authorised during term time and attendance panels take place when a child reaches a trigger. Action plans are also put in place to ensure attendance is improved. Incentives are used on a regular basis for children having 100% attendance each week, term and year. At the infants termly trips for children 100% were introduced as an additional incentive for children to attend school. A whole school attendance board was established at the Infants where children are aiming to get the target in order to receive additional prizes. This was also being supported by individual attendance passports.

Targeted support for all children is delivered based on the findings of robust pupil progress meetings which take place throughout the year. Teachers provide ‘additional and different’ support which takes place outside of classroom directed time to enable them to reach their targets. These are reviewed on a termly basis to ensure maximum impact. In addition to this, the Y2 and Y6 timetable has been extended (8:10 – 4:30pm) to ensure every child has as much support as necessary to maximise their achievement.

At the Infants the introduction of reciprocal reading in Year 1 and 2, Rainbow reading and talk for writing has also had a positive impact on narrowing gap. The school’s extra-curricular activities programme is comprehensive and includes diverse and unique opportunities such as Judo, Latin, Cooking, Arabic and Samba.

The school provides a nutritious breakfast for every child every day. Children are also provided with food and clothing which is funded through donations and fundraising events. Questionnaires have been completed to ensure that parental and children’s views influence what we provide.

### Monitoring and Evaluation

The senior leadership team scrutinise and monitor all provisions in school closely. This is through formal observations, drop in’s, scrutinies of attendance at clubs, tracking, books and planning.

Robust pupil progress meetings and action plans allowing for regular scrutiny of interventions, additional and extra support that is being provided. This is then reviewed to ensure that what is being provided meets the needs of children.

All teachers are now confident to be able to reflect on the ‘additional and extra’ being provided and also interventions and will come and discuss provision

◆ **Table 1: Previous Performance of Disadvantaged Pupils**

(pupils eligible for free school meals or in local authority care for at least six months)

	<b>2012/13</b> (25 children of which 7 were on the SEN register)	<b>2013/14</b> (37 children of which 14 were on the SEN register and 1 child had a statement for Special Educational needs)	<b>Narrowing the gap (2012/13)</b>	<b>Narrowing the gap (2013/14)</b>
% of pupils achieving a good level of development	29% (non PP = 41%)	41% (non PP = 56.4%)	-12%	-15.4%



◆ Table 2: KS1 Attainment

	2012/13 (22 children 1 LAC)	2013/14 (24 children 0 LAC)	Narrowing the gap (2012/13)	Narrowing the gap (2013/14)
% of pupils achieving Age related Expectations (Level2b+) in reading	55% (non PP = 78%)	79% (non PP = 84%)	-23%	-5%
% of pupils achieving Age related Expectations (Level2b+) in writing	41% (non PP = 72%)	71% (non PP = 84%)	-31%	-13%
% of pupils achieving Age related Expectations (Level2b+) in maths	55% (non PP = 83%)	75% (non PP = 84%)	-28%	-9%

◆ Table 2: KS2 Attainment

	2012		Narrowing the gap %	2013		Narrowing the gap %	2014		Narrowing the gap %
	PP	Non PP		PP	Non PP		PP	Non PP	
Level 4+ reading	84.2	95.2	-11%	89.5	96.9	-7.4%	87	92.9	-5.9%
Level 5+ reading	42.1	76.2	-34.1%	42.1	50	-7.9%	56.5	50	+6.5%
Level 4+ writing	47.4	95.2	-47.8	57.9	87.5	-29.6	73.9	82.1	-8.2
Level 5+ writing	26.3	26.6	-0.3	10.5	25.0	-10.5	47.8	32.1	+15.7
Level 4+ maths	68.4	95.2	-26.8	84.2	93.8	-9.6	82.6	85.7	-3.1
Level 5+ maths	15.8	52.4	-36.6	31.6	53.1	-21.5	43.5	42.9	+0.6
Level 4 R,W,M combined	47.4	95.2	-47.8	57.9	87.5	-29.6	73.9	78.6	-4.7
Reading 2+ (progress)	94.1	100	-5.9	88.2	100	-11.8	95	96	-1
Writing 2+ (progress)	94.1	100	-5.9	88.2	100	-11.8	95	96	-1
Maths 2+ (progress)	94.1	100	-5.9	88.2	100	-11.8	100	95.8	+4.2

before pupil progress meetings, which enables children's needs to be met at all times.

### Impact

The school data shows significant improvements in attainment of disadvantaged pupils over the last three years (see Tables 1 and 2).

The strategies have also had a positive impact on the wider development of our disadvantaged pupils. Attendance across the whole school has improved dramatically since the introduction of the new policy. (2012/13: 93.2% compared to 2013/14: 94.85%)

### Other Learning

Tinsley Meadows is a reflective school that is constantly reviewing practise within school and researching new initiatives to ensure that children can maximise progress. With this in mind, the school has engaged in 'Visible Learning' which focuses on John Hattie's research and principles. The children at Tinsley are also engaged with the Education Endowment Foundation funded Metacognition Project 'ReflectEd' with Rosendale Primary School in Lambeth and working with Third Space Learning, maths tutors in India.

**Helen Best, Head of Lower Meadows**

## Mansel Primary School



Number on roll: 407

Proportion of disadvantaged learners: 69%

About: Challenging educational disadvantage

through reflection and change

### Context

Mansel Primary Academy is situated within Parson Cross in North Sheffield. We are a 60 IAN setting with a 39 place nursery and currently have 407 pupils on role yet have capacity in many of our year groups. Woolley Wood, a primary special school, was co-located on site with Mansel in April 2012. Mansel has approx 69% of pupils that are Pupil Premium (FSM6)

Our pupils are increasingly coming from a diverse range of backgrounds and cultures with recent admissions from Eastern European countries. We work as a community to provide a good start for our children so that they can be confident learners for life. OfSTED Jan 15 stated that "Pupils are excited by opportunities to investigate and explore the world around them such as the natural world in the extensive grounds. Religious, personal and social education, effective assemblies and the work of the school council strongly develop pupils' appreciation of different cultures awareness of democracy and the values of modern British society.

We have a highly-motivated and dedicated staff team who are committed to improving the achievement and well-being of our pupils, and as a result Mansel recorded results above KS2 floor standards for the first time in 5 years in 2014 and this will continue in 2015. Mansel has made accelerated progress since becoming an academy sponsored by Steel City Schools Partnership, a Multi-Academy Trust, in April 2013.

Following historical low attainment for a number of years of all pupils, but particularly disadvantaged pupils who make up 69% of the pupil population, Mansel applied to be part of the Sheffield Pupil Premium research project with the National Education Trust. The main focus for the Academy was to address and close the gap not only at Mansel, but also across the Trust by learning from excellent practice both

within Sheffield schools but also from those nationally.

Nicola Shipman, Executive Principal became a Pupil Premium reviewer during the project.

### Barriers

Barriers faced at Mansel included a lack of awareness of staff about the Pupil Premium pupils but also initially the impact that the Pupil Premium funding could have on these pupils if co-ordinated in a strategic way. There was no strategic leadership of Pupil Premium / disadvantaged pupils when SCSP started working with Mansel and it was apparent that a lead member of staff but also a governor was needed to "champion" these children and expenditure for them.

Low aspirations of the pupils by parents and the community and by some staff was another challenge faced and as the school had been in and out of Ofsted categories for a number of years and with KS2 results the lowest in Sheffield in 2011, action was required to make sure that the trend was reversed. Significant work was undertaken to stabilise the school and staffing in 2012 and 2013 but until the start of the research project there was limited impact with our disadvantaged pupils. Attainment and progress was still lower than expected and needed in order for Mansel to improve. These barriers were recognised through external moderation of Mansel, due diligence work by an NLE upon going into the school prior to Academisation, historical and current data analysis and also league table outcomes.

### Actions

- Undertook analysis of Pupil Premium with DfE analysis tool
- Apply to be part of the research project
- Appoint a school based leader for Pupil Premium / Disadvantaged Pupils to be a champion for them and ensure their needs were being met
- Ensure wave 1 Quality First Teaching was addressing the needs of all Pupil Premium children – make sure all staff know who these pupils are!
- Identified a Governor to take a Disadvantaged Pupil Champion Governor role, attending Pupil Progress Meetings and reviews and is aware of all expenditure and impact of this on progress and attainment



- Review current provision and write a detailed action plan to address key areas
- Review the Pupil Progress Review Meeting format to address Pupil Premium as a key group
- Review the format of the Principal's Report to Governors to ensure that all data includes outcomes for all cohorts of pupils but this is broken down for Pupil Premium pupils
- The lesson planning format has been updated to identify all disadvantaged pupils with specific targets to be addressed in every lesson. All teachers and other adults are aware of which children are eligible for the Pupil Premium so targeting is more consistently applied
- Review the format of the Pupil Premium Impact report at the end of each academic year to report on progress, attainment and impact of expenditure
- Work across the Trust for all Inclusion Leaders to consider Pupil Premium expenditure and impact on outcomes in all year groups and not just Y2 or Y6
- Appoint a Trust Attendance Officer
- Undertake CPD with staff to ensure focus on Pupil Premium pupils
- Review behaviour strategy and approach
- Attendance at and learning from others within Sheffield with the Pupil Premium project
- Attendance at Pupil Premium Conference with Sir John Dunford – Pupil Premium Champion

## Monitoring and Evaluation

On-going monitoring of the Pupil Premium project work and the impact and monitoring of our Pupil Premium expenditure and the outcomes for these pupils is undertaken at a number of levels and by a range of leaders.

- Comprehensive Academy and Trust action plans are written based on previous pupil outcomes and tweaked with current data, identified pupil need and projected budget allocation
- Academy Monitoring, Evaluation and Review schedule builds in strategies to monitor the action plan and outcomes for vulnerable pupils and to make swift changes to provision as and when required
- The project work has been monitored by Local Authority consultants and the NET advisor
- Executive Principal, Principal and Senior leadership team regularly review impact of teachers, curriculum, interventions, other staffing (inclusion and pastoral) and current data
- Half termly PPR led by Principal, Deputy Principal (Inclusion) and Pupil Premium Champion attended by Pupil Premium Governor and all staff within a year group ensures a focus on this group of pupils
- Half termly Principal report to Governors identifies Pupil Premium outcomes and progress for all year groups
- Our half termly Governors meetings have challenged and monitored the impact of expenditure of our funding on intervention programmes
- Our half termly Governors meetings have monitored the data of all our pupils including our disadvantaged pupils
- Directors of the SCSP Trust have monitored the overall expenditure of our Pupil Premium funding with regard staffing, evaluated the impact of additional provision, including interventions and also agreed additional expenditure based on need from more accurate data and analysis of outcomes
- External monitoring has also been focussed in Pupil Premium including DfE and Ofsted

## Impact

Impact from involvement in the project has been significant in that the attainment and outcomes of all

pupils, but especially those Disadvantaged Pupils has improved significantly, so much so that their progress and attainment in some areas is higher than Non Disadvantaged Pupils. Our work and practice at Mansel and across SCSP has been refined as a result of learning from others, locally and nationally.

An Ofsted inspection of Mansel in January 2015 recognised this stating in the report that “The use of Pupil Premium funding is increasingly effective in ensuring disadvantaged pupils narrow the gap in attainment with other pupils. How well disadvantaged pupils’ achieve is closely analysed and initiatives focus on boosting the learning of the individual pupils and preparing them well for their future learning. This is particularly evident in their progress compared with other pupils and is often higher.”

“Disadvantaged pupils are narrowing the gap in attainment between the standards they reach and those of other pupils. In 2014, the results of National Curriculum tests for these pupils in reading were in line with other pupils in the academy, in writing they were almost a term above and in mathematics they were less than a term below. The academy rigorously reviews how Pupil Premium expenditure is used on a regular basis and there is evidence of increasingly good achievement by eligible pupils throughout the academy and standards which are at least as high as other pupils.” – Ofsted Jan 15

Ofsted Jan 15 also stated that “Governors are fully involved in decisions on the use of Pupil Premium funding that are leading to reducing the gap between learners and improving behaviour and attendance.”

### Other Learning

- Awareness of the Pupil Premium awards and learning from the good practice of the award winners
- Learning from others on the project within Sheffield but also from the work of National Education Trust
- Engagement with Sir John Dunford – Pupil Premium Champion

**Nicola Shipman, Executive Principal**

### Hucklow Primary School



Number on roll: 439

Proportion of disadvantaged learners: 69%

About: Exploring which types of provision would have the greatest impact on narrowing the gap

At Hucklow Primary School we firmly believe that we work together, in partnership with parents, to provide the children in our care with all the necessary skills they need to be successful in their future life, both academically and pastorally. We hope that by the time children leave Hucklow they are independent learners who have a wealth of skills that will help them to succeed in their educational journey and future lives. At Hucklow we feel that it is not only the academic support we provide that is vital, but also the pastoral care and social development skills. The whole school team continues to support this through excellent personal care, individual nurturing, and collective responsibility- and with a strong emphasis on core values.

Hucklow is a very large primary school that faces a diverse range of challenges which the school aspires to overcome. Most children are from a challenging catchment area with a number of important factors. RAISE data places the school in the top 80% of the categories of the school deprivation indicator (0.45), 70% live in the most deprived category (IDACI) and a further 29% are in the second most deprived category. The percentage of pupils eligible for free school meals (in the last six years) is at 45% and the percentage of pupils whose first language is not English is 79%. One of the greatest challenges is the very low level of basic skills that children have when they join the nursery, particularly in communication and language skills and social skills.

The Hucklow community sees it as their mission to give our pupils and families the aspirations and ambitions to achieve well and become successful in life.

### Barrier(s) and How They Are Identified

A significant majority of pupils start with a very low level of basic skills, particularly in communication and language skills and social skills.



A significant number of pupils live in economically challenging circumstances and experience daily the pressures associated with economic challenges and poverty. As a result many pupils and families bring social and emotional pressures to school and look to us to support them.

## Actions

### Review of Pupil Premium funding – how is funding used to support and address the challenges disadvantaged pupils face?

Using the enquiry method the leadership team looked at how Pupil Premium funding was used and the impact this had on closing the gap and on pupil self-esteem. Questions to consider were determined and staff looked at data from interventions, behaviour logs, pupil questionnaires, book scrutiny and observation. From this we implemented a plan to ensure that we use gap analysis much more effectively, with gaps quickly identified in quality first teaching and closed through timely intervention. For example: where gaps have been identified in maths lessons these gaps can be quickly closed that day through additional teaching.

We employed an additional learning mentor to focus on enrichment activities and extra-curricular activities that would boost pupils' self-esteem, aspiration and self-belief. Learning mentors have worked as part of a team to implement a package of activities run before, during and after school time. These include a breakfast club (with a reading focus), a home learning club (with use of ICT for homework), sporting clubs, craft clubs and lunchtime challenges. Children

*“TAs identified the need to set more time aside for quality communication with the teacher and team they work with.”*

comment on the fun they have during these activities and see them as an incentive to come to school and participate.

### To explore and establish which type of provision would have the greatest impact on narrowing the gap for disadvantaged learners.

We worked with Teaching Assistants (TAs) to review interventions that were taking place in school and unpick the impact they were having on progress. Through this we identified which interventions had the greatest impact and evidence of transference of skills back into the classroom. We then established a bespoke training package for TAs to ensure that they were having maximum impact on pupil progress and attainment. TAs were released every Wednesday morning for one hour to participate in training activities and discussions, and to share good practice. Through this we established coaching partnerships and support networks. TAs identified the need to set more time aside for quality communication with the teacher and team they work with. As an outcome from this feedback we now employ TAs for longer hours so that they can attend phase meetings and planned daily meetings to discuss teaching and learning. The school very much uses additional provision as a timely intervention to address specific aspects of a child's learning, and we have moved more towards sharp gap analysis and gap teaching as part of quality first teaching. All interventions are tracked and data analysed to ensure pupils are making typical or better progress. **To determine what wider aspects would support our aims**

## Core Values

The school set up a working party consisting of staff, pupils and parents to establish core values that would underpin the ethos of the school and become very much the heart of our community. The core values would help support the mission to give our children the best possible start in life. The working party surveyed the whole school community and six core values were chosen. These were then shared with stakeholders through parent forums, assemblies and

newsletters. To ensure that the core values are embedded and understood each core value is discussed in-depth in assemblies and circle time, and the language is used throughout the school. Children learn and sing songs linked to each core value which then form part of the school's celebration events. The core values have helped us to adapt our behaviour policy so that it very much reflects British values and is solution-focused and restorative in its approach.

### Monitoring and Evaluation

The school monitors different groups of learners, including disadvantaged learners, regularly through phase, pupil progress and additional meetings for Y2 and Y6 pupils. All staff at all levels have an understanding of the different groups of learners and the progress they make. Slow moving pupils are identified and action is taken to accelerate learning and progress. Both senior and middle leaders complete in-depth monitoring and evaluation, including data analysis. This informs the school development plan and is shared with governors and other school staff. Alongside this, the school has developed a strong coaching ethos that supports teaching moving from good to outstanding. The school also uses the enquiry method (involving governors, pupils, parents and staff at all levels) to evaluate impact and raise further questions to support development.

### Impact

- All pupils are rigorously tracked and slow movers identified
- Data is used effectively and informs next steps
- Provision / intervention is timely and tailored to need
- Gap analysis is tighter and teaching to the gap ensures there is little or no 'drift'
- Bespoke CPD for NQT and TAs
- Strong coaching ethos to support NQT, RQT and teachers moving from good to outstanding
- All staff very much aware of the different groups of learners and the progress they make
- Enquiry method and action research developed and used throughout the school
- High expectations for all learners

**Jane Irwin, Senior Inclusion Manager, Hucklow Primary School**

### Handsworth Grange Community Sports College



Number on roll: 1016

Proportion of disadvantaged learners: 37.5%

Handsworth Grange Community Sports College

About: Building independent learning skills and challenging entrenched negative attitudes to learning. Pupil Premium award winners 2015

### Aim

- Raise attainment of Pupil Premium students
- Raise the aspirations of Pupil Premium students
- Develop independent learning skills
- Engage students in additional learning opportunities
- To develop an alternative approach to home learning for targeted Pupil Premium pupils through the use of EDLounge

### Context

- Regional winner, National Pupil Premium Awards 2015.
- Handsworth Grange Community Sports College is one of the most improved schools in Sheffield over a 4 year period and was one of the top 100 most improved schools in the country in 2012.
- The proportion of pupils for whom Pupil Premium Funding supports (34%) is above the national average and is rising.
- We have been commended by the Department for Education for our Pupil Premium work.
- VA scores for all groups (with the exception of SA and SA+) are all significantly above national scores on Raise.
- Pupil Premium achievement Key Stage 4 in English and Maths is strong. The Attainment gap is narrower than the national figure.

### Key Actions

The main actions for the project were:

- Identifying EDLounge Champions
- Set Aspire Challenge on EDLounge



- Identified Aspire Challenge trial cohort (Y7 PP students)
- Informed parents of EDLounge and distributed parental logon details
- Set up departmental races and tracking systems
- Monitor progress through EDLounge usage reports
- Develop Aspire Challenge to meet changing needs of other cohorts e.g. Y10 and Y11 to include specific career preparation activities, Year 9 to include Options Process guidance and activities

### What We Did

EDLounge is an inclusive online learning, monitoring and assessment platform to help schools raise behaviour, increase achievement and improve attendance. It allows staff to set specific pathways of learning activities for individuals and groups of students. Staff can create and upload their own resources or draw from a bank of over 2000 pre-prepared resources that match a range of exam syllabuses and meet requirements of the national curriculum.

We set up a range of systems to allow different staff in school to manage resources and learning task setting for different students under different circumstances.

1. We created a pathway of learning activities designed to challenge and accelerate learning. The Aspire Challenge was targeted at 67 of our Y7 Pupil Premium pupils. We tracked the English, Maths and Science data for these students before and during their challenge.

2. Set up learning pathways for persistently absent pupils (medical, exclusion and school refusers) to support their learning and attainment outside of school. We tracked and monitored the learning hours gained by these pupils.
3. Tracked and monitored the learning hours lost through Persistent Absence (PA) and the hours gained through EDLounge use for this cohort of students. We compared the Pupil Premium cohort figures to those of non Pupil-Premium students.
4. We used predominantly EDLounge Champions and pastoral staff (HOY, EWO) to drive EDLounge and manage the set of pathways and resources for departmental and whole school use.
5. We engaged parents in the process through the introduction and use of the Parent Page, as well as holding parental information sessions.

### Project Barriers

The main barriers to the success of the project were:

1. As an online learning platform access to EDLounge is a limited resource for students with no ICT facilities or internet provision beyond school.
2. Increasing staff workload means individuals do not have the time to actively update EDLounge content.
3. EDLounge has a wide range of uses and the operational management of the service needed to be distributed.

### Overcoming the Barriers

- Using our in-school application system the project was granted additional funding from our Sports College Specialism. We invested in internet-ready dongles and set up a system of hiring so that students with limited ICT and internet facilities could access these resources from home. We also have a pool of laptops from which students can borrow in order to complete homework and coursework; this resource provision has been utilised along with dongle hire to allow access.
- Increasingly staff workload is an on-going issue in many schools; EDLounge is a valuable learning tool but in order to fully utilise all of its possibilities a level of commitment is required for staff. In order to overcome the additional work burden for the majority of staff each subject area was asked to nominate an EDLounge Champion who would lead on the development of EDLounge and resources for



the department. Each department Champion took on the responsibility of developing and uploading resources. Department resources are continually developed in line with our developing Curriculum 2014 model and are uploaded in accordance with schemes of work. Department Champions are responsible for the setting of homework tasks for the half termly Homework Drives and also work with Heads of Year and our EWO to set work over longer time periods for students who are persistently absent.

- EDLounge has a wide range of different uses. As a school we primarily envisaged using EDLounge to raise the attainment, aspirations and engagement of our Pupil Premium cohort. As we developed our use and knowledge of EDLounge it was evident

that the platform could be used to effectively support students in:

- Homework
- Independent learning
- Career preparation
- Exclusions and reintegration
- Exam preparation
- Long term absence
- Hospital and home education
- Development of key skills

The management of each strand of the platform requires specialist input from different staff:

- Heads of Year track and set work for long term absentees
- Deputy Head, Assistant Head and Subject Leaders for English and Maths set appropriate work for Hospital and Home Educated students in preparation for exams
- Pupil Progression Manager oversees usage for career preparation
- Assistant Head oversees usage for Year 9 Options Process support
- EWO links with HOY to set, track and monitor provision for persistent absentees
- Department EDLounge Champions set and monitor homework tasks for their department
- Class teachers monitor homework for their classes
- Subject Leaders utilise and oversee usage of the Exam Preparation tools for KS4 students
- Assistant Head oversees school usage reports and runs inter-department, house, year group, form and individual races
- Heads of Year oversee usage reports for their year groups for purpose of whole school rewards
- Aspire Challenge, prizes, awards and races managed by Assistant Head

◆ Table 1: EDLounge Use – Hours Completed

Y7	Y8	Y9	Y10	Y11	Total Hrs
321	211	184	256	163	1135

◆ Table 2: EDLounge – Usage by Disadvantaged Pupils

	Y7	Y8	Y9	Y10	Y11	Total Hrs
<b>All students</b>	321	211	184	256	163	1135
<b>Pupil Premium students</b>	258	142	129	174	101	804
<b>Proportion</b>	80.4	67.3	70.1	68.0	62.0	70.8



## Impact

Usage reports are produced weekly, half termly and termly and are produced by Year Group, Form, House, Subject area and Work Type. These reports give us valuable information about target groups but are also an indication as to where the good practice is occurring regarding EDLounge usage (see Tables 1, 2 and 3).

## Summary of Usage Reports

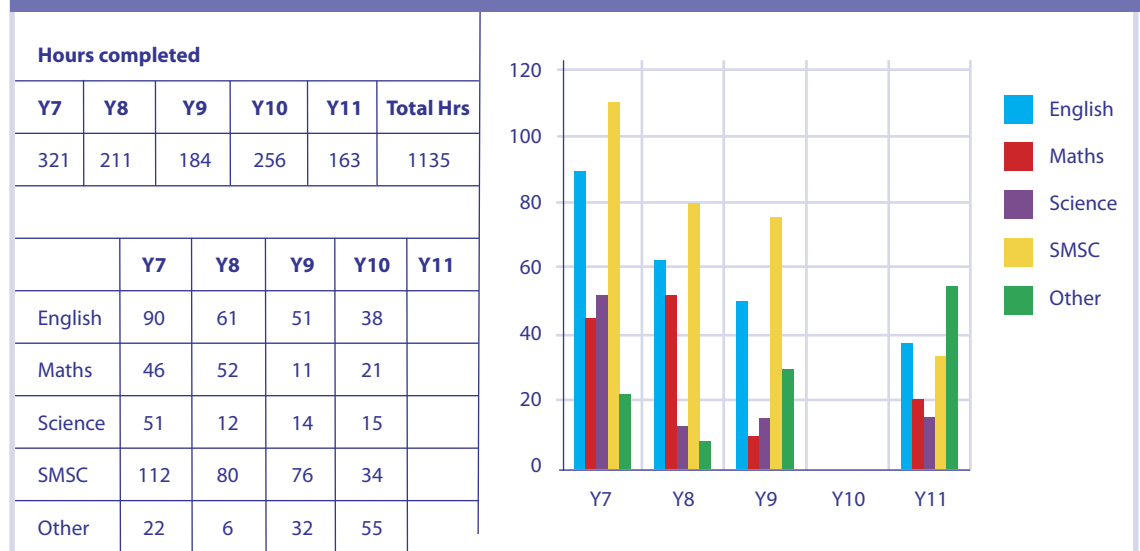
- Year 7 students access more learning hours than other year groups
- Year 11 students hours are predominantly completed through Exam Preparation activities
- Year 7 Aspire Students have completed the most hours as a Target Group

- In all 5 year groups Pupil Premium students are the majority users of EDLounge
- More than 70% of the work completed on EDLounge is from the Pupil Premium cohort
- The SMSC department and EDLounge Champion are examples of good practice resulting in high participation numbers. This practice needs to be disseminated across other subjects

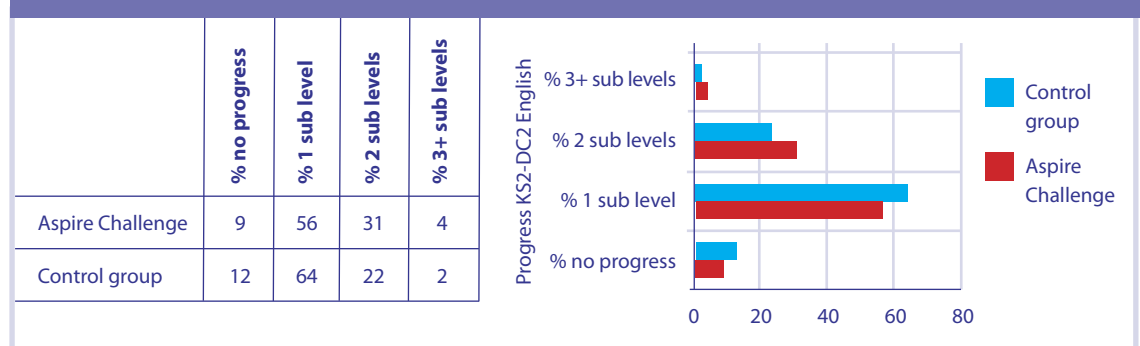
## Other Impact Data

- We cannot pinpoint a causal impact on improved attainment EDLounge usage as other significant factors will have influenced any improvement
- However, we can confirm that:
  - 35% of Aspire Challenge pupils (Y7 Pupil Premium cohort) made 2 or more sub-levels progress in English between KS2 results and DC2

◆ Table 3: EDLounge – Usage by Subject



◆ Table 4: Progress KS2-DC2 English



compared to 24% of the Control Group (see Table 4).

- 37% of Aspire Challenge pupils (Y7 Pupil Premium cohort) made 2 or more sub-levels progress in Science between KS2 results and DC2 compared to 32% of the Control Group (see Table 5).
- 42% of Aspire Challenge pupils (Y7 Pupil Premium cohort) made 2 or more sub-levels progress in Maths between KS2 results and DC2 compared to 38% of the Control Group (see Table 6).

Of 402 parental questionnaires returned 90% said that they felt that EDLounge helped improve their child's attainment.

Do you feel EDLounge helps raise your child's attainment? (see Table 7)

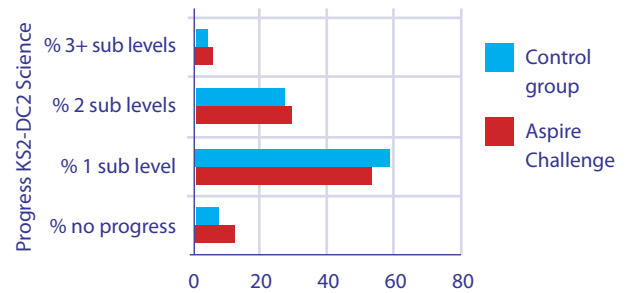
91% of students questioned (of which 62% were PP) felt that EDLounge improved their attainment.

Do you think EDLounge will help to raise your attainment (see Table 8)?

An increased number of PP students are considering STEM careers/university (data from Options Interviews). 93% of students questioned (of which

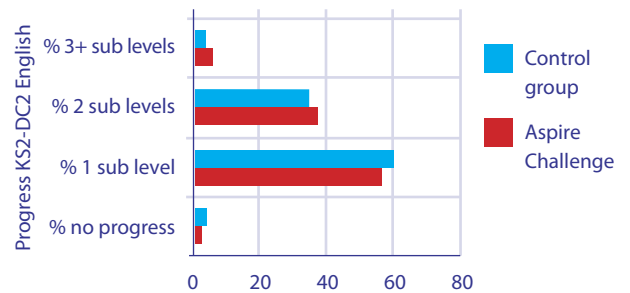
◆ Table 5: Progress KS2-DC2 Science

	% no progress	% 1 sub level	% 2 sub levels	% 3+ sub levels
Aspire Challenge	12	53	29	6
Control group	9	59	28	4



◆ Table 6: Progress KS2-DC2 Maths

	% no progress	% 1 sub level	% 2 sub levels	% 3+ sub levels
Aspire Challenge	2	56	37	5
Control group	3	59	35	3



◆ Table 7: Percentage of Parents Who Felt EDLounge Helps Raise Their Child's Attainment

	1 :-)	2	3	4 :-)
%	4	6	34	38

◆ Table 8: Percentage of Students Who Felt EDLounge Improved Their Attainment

	Yes	No
Percentage	91	9
Pupil Premium	62	3
Non Pupil Premium	29	6

56% were PP) felt that EDLounge helped them to understand their class work better

Does EDLounge help you to understand work you do in school (see Table 9)?

Of the 1,146,840 possible annual learning hours, 14146 were potentially lost between June 2014 and Jan 2015 due to Persistence Absence (66% of these hours were Pupil Premium pupils). 5625 of these were regained through the use of EDLounge (see Table 10).

### Monitoring and Evaluation

We have used a variety of tools to monitor and evaluate the use and impact of EDLounge and the Action Research Project. Evaluation of the impact of the project is an on-going process. Monitoring and evaluation tools include:

- Student voice questionnaires
- Parent voice questionnaires
- EDLounge usage reports; we can generate reports for hours of learning completed and success rates by year group, target group, form, house and individual
- Data Collection; our data tracking systems allow to effectively monitor the progress and attainment of our students at 4 key points in the year. We can use this data to demonstrate progress made in subjects and link this directly back to additional use on EDLounge.

- Aspire Challenge allows us to track the progress of a target group of Pupil Premium pupils; a control group of non-PP students with similar data entry points is used as a measure of progress and attainment
- Hours-lost v hours gained data for PA pupils

### Summary

In conclusion the use of EDLounge has had the following benefits for the school:

- A decrease in lost learning time through medical, exclusions and school refusal.
- Pupils are able to complete classwork at home preventing them from falling behind, therefore not widening the achievement gap
- Attainment gaps for Pupil Premium students (and other target groups) have closed (Raise online figures are significantly lower than national for all groups with the exception of SA and SA+).
- Pupils are engaged in home learning and excited by challenge and new learning opportunities
- Increased levels of homework being set across the school
- Increase in awareness of careers and career preparation
- Additional exam preparation opportunities
- Improved contacts and links with parents and carers through Parent Page.

◆ Table 9: Does EDLounge Help You to Understand Work You Do in School?

	Definitely	Sometimes	Not at all	Not sure
Percentage	57	36	2	5
Pupil Premium	33	23	0	3
Non Pupil Premium	22	13	2	2

◆ Table 10: PA Hours Lost v Gained June 2014 – January 2015

	PX&Ex	SR	HHE	Med		Hours lost	Hours gained
Hours lost	2446	1958	2310	7432	PP	9125	3923
Hours gained	983	327	1329	2986	Non PP	5021	1702

Of the hours regained 70% of these were from the Pupil Premium cohort

## Carfield Primary School



Number on roll: 588

Proportion of disadvantaged learners: 19%

About: Improving outcomes for disadvantaged learners by improving systems, processes and taking an evidence based approach

Carfield is a large primary school in the Meersbrook area in the south of Sheffield. There are 571 pupils on roll. Approximately 14% of pupils speak English as an additional language, 12% of pupils are eligible for free school meals, 19% of pupils are eligible for Pupil Premium funding and 10% of pupils have Special Educational Needs.

We were keen to be part of the Action Research Project as, despite previous attempts at allocating and monitoring the impact of our Pupil Premium funding, gaps were not closing. Teachers were fully aware of who their Pupil Premium pupils were but there was not enough consistency or rigour in the way funding was being used across the school to identify and address gaps in attainment. One of the first things we did at the start of the project was allocate the role of 'Pupil Premium coordinator' to a member of the SLT team (an assistant headteacher who, as SENCo, had a strong understanding of the attainment and progress data across the school and, as line manager of teaching assistants, could allocate support where it was needed).

Despite having used the Sutton Trust research to identify which approaches help pupils make the most progress, these initiatives had not been fully embedded across the school and were therefore not making the desired impact.

### Effective Feedback

Several models had been tried over the previous year including HLTAs releasing class teachers to give Pupil Premium pupils 'effective feedback' (1/2 hour per child throughout the school), then focusing this on one or two year groups and having shorter, more regular feedback sessions.

This did not have the desired impact because we were not specific enough with staff as to what they needed to do in this time, and some class teachers were reluctant to spend too much time away from their

*“The introduction of the new STAT assessment materials has helped give teachers and pupils greater clarity on what objectives have been achieved and which ones are areas for development.”*

class, so in some cases asked the HLTA to give the feedback instead.

We addressed this issue by making marking and feedback a school priority during the project. A proportion of the funding was spent on staff training and development on effective feedback, and on labels, stickers, pens and markers to accompany the policy, which was implemented across the school.

Teachers now incorporate feedback time into lessons and ensure all disadvantaged pupils receive verbal feedback. The introduction of the new STAT assessment materials has helped give teachers and pupils greater clarity on what objectives have been achieved and which ones are areas for development.

### One-to-One Tuition

After analysis of the data we identified that Y3 and Y4 were where the gap between PP and non-PP pupils' attainment, particularly in writing, was the widest. A one-to-one tutor was appointed for three days a week using Pupil Premium funding.

Eight pupils were selected per term to work for two sessions a week with the tutor on areas identified by class teachers. Once started, the tutor asked whether she could incorporate some of the areas that the pupils had asked to work on. As well as having the greatest impact on raising attainment of all the approaches used, we have also seen a significant improvement in the self-esteem and confidence of the pupils who have worked with the tutor over the year.

All pupils wrote a letter home to parents explaining what they would be doing over the term and what they hoped to get better at during this time. These letters built up the children's ownership of the work they did with the tutor and were very well received by parents as they offered a great way to engage them in the work their children were doing at school.

## Focused Allocation of Teaching Assistant Time

In the past, there had not previously been clear enough direction in the use of teaching assistants' time. The equivalent of four full-time TAs are funded by the Pupil Premium but there was no consistent system in place for tracking or monitoring the impact of interventions and identifying which pupils had received additional support.

Teachers identified which pupils they thought required additional intervention and this number was initially very high. Disadvantaged pupils, particularly those with Special Educational Needs, were prioritised for additional support and TAs were allocated to the curriculum area where their strengths lay.

Some Pupil Premium funding has been spent on training for TAs to focus on their own subject knowledge and pedagogical approaches. Teachers completed a proforma for TAs to identify which objectives individual pupils needed to focus on and intervention groups were limited to four pupils. A record-keeping system was introduced for monitoring pupils' progress towards their individual targets and also to keep track of how many out of the specified number of sessions took place. One thing we noticed was that the same two TAs regularly missed their intervention sessions as they were out on trips with classes (because they were both first aiders), so we spent a proportion of PP funding on first aid training for other TAs to prevent this happening. Throughout the year, the number of children in intervention groups was reduced and teachers could instead 'bid' for Pupil Premium funding to purchase resources which would support these children in class instead.

### Summary

Whilst the attainment of disadvantaged pupils is still below that of other pupils, on average, disadvantaged pupils made more progress than their peers in most subjects in most year groups last year and during the Autumn term of 2014.

The Pupil Premium is clearly allocated, the impact of each approach is monitored and successful approaches are rolled out to other year groups. Tracking systems are in place and teachers accurately identify where there are gaps in knowledge and what would be the best way to address these. The emphasis is on consistency in quality first teaching, supported by effective feedback and targeted intervention to address gaps in understanding.

## Hunter's Bar Infant School



Number on roll: 270

Proportion of disadvantaged learners: 11%

About: Narrow the gap in progress for our Pupil Premium children in Maths, Writing and Reading. Raise the aspirations of our Pupil Premium children. Engage all Pupil Premium children in additional learning opportunities.

### Context

At Hunter's Bar Infant School we are committed to the development of the whole child. We believe that personal development and well-being are just as important as academic attainment. We understand how vital it is for everyone to appreciate one another and to celebrate the diversity which exists within the school. Parents and carers are very much encouraged to be involved in their child's infant school experience.

This is a larger than average-size infant school, with 270 children on role and 41 staff. 14% of children currently receive SEN support. The proportion of pupils from minority ethnic groups is over twice the national average. Pupils of Pakistani heritage make up the largest of these groups. 17.7% of pupils speak English as an additional language. A below average proportion of pupils are known to be eligible for Pupil-Premium funding. Our current attendance is 96.2%.

### Barriers and How They Were Identified

Following the initial discussion with Governors, SLT, Teaching Staff and Support Staff, it was clear that Pupil Premium children, although highlighted as a vulnerable group in school, were not being targeted and monitored enough for all stake holders to have a clear understanding of priorities for these children.

There was a gap in progress between our Pupil Premium children and our Non-Pupil Premium Children.

### Actions

- Increase staff awareness of Pupil Premium children.
- Ensure that first quality teaching is happening for all children across school.



- Raise the level of awareness of Pupil Premium children amongst the Governing Body.
- Make Pupil Premium children a focus of staff performance development.
- Monitor the effectiveness of interventions.
- Develop links with junior school to work together on projects effecting same families.

### Increasing Staff Awareness of Pupil Premium Children

All staff have now completed a Pupil Premium case study for each child eligible for PP. These passports include:

- Barriers
- Interventions including attendance at clubs
- How will expenditure positively impact on learner
- Impact

### Result

As a result of Pupil Passports staff feel that they are more aware of the barriers to learning these children have and that they can be proactive in their planning to ensure that expenditure is having a positive impact for these children.

### Initiatives in Learning and Teaching

We recognise the importance of first class quality teaching in every classroom being essential to the raising of standards across the whole school.

The teaching team have continued their monthly professional development programme of focussed Staff Development session, referred to as 'Teaching

and Learning Community' sessions-TLC. The approach is based upon that devised by the Formative Assessment Guru Dylan William and is designed to support the school in its aim of moving the teaching to consistently good and outstanding. It involves only current practitioners (not the Head or Deputy) and as such enables them to talk completely freely about areas of AFL which they are aiming to enhance and embed. The program is built around continuous opportunities to for Peer Observation/Coaching.

In addition to this, the Learning Support Assistants run their own TLC that has been adapted to suit their practice. Learning Support Assistants have accessed the Fusion training to develop knowledge in social emotional and mental health difficulties, an area that has been highlighted for a significant number of pupils.

Termly Standard Reviews have been introduced as a means to monitor, the consistency in approach, differentiation and levels of challenge and accurate use of assessment as well monitoring the positive effect of our new marking and feedback system.

### Impact

Pupil Premium children are highlighted as a vulnerable group and tracked rigorously. The gap is identified early and interventions put in place that are monitored to ensure needs are met.

LSA have attended training to meet the highlighted needs of these children.

The majority of teaching across school is good and outstanding, as a direct result of improved AFL strategies supported through the TLC program.

Pupil Voice indicates that all children are aware of how marking and feedback enables them to progress and improve their learning.

We have continued to look at Pupil Premium children as a vulnerable group during half termly pupil progress meetings.

Included the target of narrowing the gap for Pupil Premium Children in reading, writing and maths as part of staff performance management.

Met with Junior Deputy Head and Junior SENCOs to work collaboratively on joint areas of concern.

Monitor the inclusion of Pupil Premium children in additional enrichment activities.

Created opportunities for our more able Pupil Premium children to enrich their learning.

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## E Ten Reflections to Inform Future Pupil Premium Use

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- ✓ There is no thing as a 'typical' Pupil Premium child. The funding offers a unique opportunity to focus on the individual.
- ✓ The answers to cracking the code for disadvantaged learners doesn't necessarily lie in the HTs office. Get teachers to input into provision. Middle leaders should be championing the cause of disadvantaged learners every day. Parents views on how to effectively use the funding can be invaluable.
- ✓ Don't wait. Use the funding to enable more regular Pupil progress meetings. Empower TAs to flag up where interventions are not working for a particular child.
- ✓ Evidence informed, not evidenced led. The EEF toolkit offers a brilliant opportunity for Pupil Premium activity to be informed by evidence. But it was never intended to be used 'painting by numbers' style. Finding out what works for an individual school context should be closer to independent travel with a guidebook than a coach trip where you are told when and where to get off, when to eat etc...
- ✓ Get assessment right. If assessment is inconsistent or poor it is disadvantaged learners that are more likely to 'slip through the net'.
- ✓ Monitor progress regularly, evaluate outcomes robustly – but understand that effective quality improvement is not necessarily judgemental.
- ✓ Be explicit about what you are trying to achieve and by when. 'Improve numeracy levels' is not clear enough. Hold yourself to account for this.
- ✓ Strong values and moral purpose agreed across a whole school are key. Disadvantaged learners need a great experience at school in both structured and unstructured times during the school day. Ensure that disadvantaged learners play a role in wider school life.
- ✓ Disadvantaged learners are most successful where teachers in the classroom feel accountable for their outcomes.
- ✓ Welcome external input. Working together over a period of time – with colleagues in your cluster or group of schools can be most valuable. A culture of trust and shared ideas that has grown over time has been of fundamental importance during this project.

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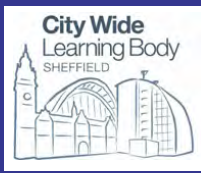
## F Acknowledgements

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