

## Appendix

### Rational for Pupil Premium Allocations – Research Based

Majority of information taken from: Education Endowment Fund Evidence

#### 1. Small group tuition

Overall, evidence shows that small group tuition is effective and, as a rule of thumb.

Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. In a 2014 evaluation Year 6 and 7 pupils made an additional three months' progress with Switch-on Reading, a structured programme involving small group tuition. In addition, an intensive coaching programme that involved one to one and small group tuition had an average impact of five additional months' progress.

##### What should I consider?

Small group tuition is most likely to be effective if it is targeted at pupils' specific needs.

One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of one to two and one to three indicates that greater use of these approaches may be worthwhile.

Training and support are likely to increase the effectiveness of small group tuition.

#### 2. Mastery learning (Maths)

Mastery learning keeps learning outcomes constant but varies the time needed for pupils to become proficient or competent at these objectives.

Mastery learning breaks subject matter and learning content into units with clearly specified objectives which are pursued until they are achieved. Learners work through each block of content in a series of sequential steps.

There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress.

Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students. Teachers need to plan carefully for how to manage the time of pupils who make progress more quickly.

##### What should I consider?

Implementing mastery learning is not straightforward. How will you plan for changes and assess whether the approach is successful within your context?

A high level of success should be required before pupils move on to new content.

How will you provide additional support to pupils who take longer to reach the required level of knowledge for each unit?

#### 3. One to One tuition (Third Space Learning)

Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average.

*Evidence indicates that one to one tuition can be effective*

Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (six to twelve weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.

Programmes involving Teaching assistants or volunteers can have a valuable impact, but tend to be less effective than those using **experienced and specifically trained teachers**, which have nearly twice the effect on average.

Overall, the evidence is consistent and strong, particularly for younger learners who are behind their peers in primary schools, and for subjects like reading and mathematics. Effects on pupils from disadvantaged backgrounds also tend to be particularly positive.

What should I consider?

1. One to one tuition is very effective in helping learners catch up, but is relatively expensive. Have you considered using **Small group tuition** instead and evaluating the impact?
2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons.
3. Have you considered how you will support pupils and regular class teachers to ensure the impact is sustained once they return to normal classes?
4. For one to one tuition led by teaching assistants, interventions are likely to be particularly beneficial when the teaching assistants are experienced and well-trained. What training and support have you provided?
5. A number of one to one programmes delivered by teaching assistants have been rigorously evaluated and shown to be **effective**. If you are buying a programme, have you considered one of these?

### **Third Space Learning – Closer Look**

The EEF Early Report from 2014/15 report describes Third Space Learning as "an excellent holistic learning experience via one-to-one tuition that individualises learning and has the potential to accelerate it."

However, staff at most schools (15 out of 19 schools who did the in-depth survey) felt that pupils had improved attainment beyond the usual expectations due to the intervention, and described the progress of their pupils as either good or excellent.

It should be noted that this was all undertaken at a very early stage of Third Space when we were working with just 80 schools and before we made many of the improvements that make such a difference now.

We now teach pupils from 700 schools across the UK every week, and in our latest trial with Rising Stars, pupils made on average, **seven months' progress over fourteen weeks** so we are looking at double progress. **This is in line with what the DfE would define as a high quality intervention (2.0 progress).**

### **3. Nurture - Social and emotional learning link SENDCO/ Nurture Practitioners**

Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.

Three broad categories of SEL interventions can be identified:

- universal programmes which generally take place in the classroom;
- **more specialised programmes which are targeted at students with particular social or emotional needs; and**
- school-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.

On average, SEL interventions have an identifiable and valuable impact on **attitudes to learning and social relationships in school**. They also have an average overall impact of four months' additional progress on attainment.

Improvements appear more likely when SEL approaches are **embedded** into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important.

SEL programmes appear to be particularly beneficial for **disadvantaged or low-attaining pupils**.

What should I consider?

How will you provide appropriate professional development for teachers and other school staff to effectively support SEL approaches?

How will you ensure that you support all staff to consistently apply aspects of SEL more widely in school and embed them in routine school practices?

How will you sensitively target social and emotional approaches to benefit at-risk or vulnerable pupils?

The impact on attainment of social and emotional aspects of learning is not consistent, so it is important to evaluate the impact of any initiative. Have you considered how you will do this?

#### 4. Parental engagement Nurture

We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:

\*approaches and programmes which aim to develop parental skills such as literacy or IT skills;

\*general approaches which encourage parents to support their children with, for example reading or homework;

\*the involvement of parents in their children's learning activities; and

\*more intensive programmes for families in crisis.

Although parental engagement is consistently associated with pupils' success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families.

Two recent meta-analyses from the USA suggested that increasing parental engagement in primary and secondary schools had on average two to three months' positive impact. There is some evidence that supporting parents with their first child will have benefits for siblings.

This suggests that developing effective parental engagement to improve their children's attainment is challenging and needs careful monitoring and evaluation.

The EEF has tested a number of interventions designed to improve pupils' outcomes by engaging parents in different types of skills development. The consistent message from these has been that it is difficult to engage parents in programmes. By contrast, **a trial which aimed to prompt greater parental engagement through text message alerts delivered a small positive impact, and at very low cost.**

What should I consider?

- Engagement is often easier to achieve with parents of very young children. How will you maintain parental engagement as children get older?
- Have you provided a flexible approach to allow parental engagement to fit around parents' schedules? Parents of older children may appreciate short sessions at flexible times.
- How will you make your school welcoming for parents, especially those whose own experience of school may not have been positive?
- What practical support, advice and guidance can you give to parents who are not confident in their ability to support their children's learning, such as simple strategies to help early readers?

#### 5. Outdoor adventure learning Forest Schools

Impacts of Long Term Forest School Programmes on Children's Resilience, Confidence and Wellbeing - Sarah Blackwell

To gain understanding of the impact of the Forest Schools approach and reasoning why Highgate School is adopting this practice

Promoting children's wellbeing, confidence and resilience should be the cornerstone of every educational policy, if we are to empower our learners to achieve anticipated developmental outcomes. Forest School programmes are child centred and are deliberately designed to promote the holistic development of the child. The aims of this study is to establish the impacts of long term forest school programmes on children's resilience, confidence and wellbeing. Using illuminative evaluation, this research study analysed articles, research studies and case studies on outdoor learning and then evaluated the impacts of long term Forest School programmes on children's resilience, confidence and wellbeing. The study established that long term Forest Schools programmes had positive impacts on children's resilience, confidence and wellbeing. The notable findings of Forest Schools programmes on children's resilience were improvement on key resilient indicators, such as self efficacy, persistence, and problem solving skills. The notable impacts of long term Forest School programmes on children's confidence were marked propensity to take risks, heightened levels of self belief, positive attitude, independence and increased tendency of taking initiative. In relation to children's wellbeing, long term Forest Schools programmes were found to have positive impacts on children's physical and mental health in addition to improving their social and cognitive competence. The study found that promoting wellbeing in children enhances their confidence and resilience.

## **6. Breakfast Club and Milk Provision**

Research by EEF about to be undertaken in regards to provision of a breakfast and the impact of this on attainment.

Dr Kevan Collins, Chief Executive of the Education Endowment Foundation, said:

“Having a good breakfast is something which many of us take for granted as a good start to the day, and has been shown to make a real difference to pupils' concentration.

### **Breakfast clubs found to boost primary pupils' reading writing and maths results** EEF Report Nov 2016

Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF) today.

The independent evaluation by researchers at the Institute for Fiscal Studies and the National Children's Bureau found that Year 2 children in schools with a breakfast club made two additional months' progress in reading, writing and maths compared with a similar group whose schools were not given support to offer breakfast.

The evaluators reported that the pupils' concentration and behaviour improved too. This suggests that breakfast clubs provide an opportunity to improve outcomes for *all* children, not just those who actually attend, by creating better classroom environments. The impact for Year 6 pupils was slightly smaller but still promising.

The results suggest that for pupils in relatively disadvantaged schools it is attending the breakfast club, not just eating breakfast, which leads to academic improvements. This could be due to the nutritional benefits of the breakfast itself, or the social or educational benefits of the breakfast club environment.

## 7. Teaching Assistants used for targeted interventions

Research which focuses on teaching assistants **who provide one to one or small group support** shows a stronger positive benefit of between three and five additional months on average. Often support is based on a **clearly specified approach** which teaching assistants have been **trained to deliver**.

There is also evidence that working with TAs can lead to improvements in pupils' attitudes, and also to positive effects in terms of teacher morale and reduced stress.

What should I consider?

Have you identified the activities where TAs can support learning, rather than simply managing tasks?

Have you provided support and training for teachers and TAs so that they understand how to work together effectively?

How will you ensure that teachers do not reduce their support or input to the pupils supported by TAs?

Have you considered how you will evaluate the impact of how you deploy your TAs.