



CU & Pupil Premium

January 2014

This leaflet outlines how schools could use small contributions from the Pupil Premium funding to complement other curriculum interventions. It draws on the findings from Ofsted's report into the use of Pupil Premium funding in September 2012 and its follow up report in January 2013: *'How Schools are spending the funding successfully to maximise achievement'*. This document should be read in conjunction with *'CU and Ofsted January 2014'*.

Where are the links?

The core principles underpinning the learning experiences offered through the Children's University (CU) and the rationale supporting the Pupil Premium initiative share a common cause: narrowing gaps in educational performance that exist between pupils from disadvantaged and more affluent backgrounds

There is also a common challenge facing both - demonstrating that they make a positive difference.

The findings of the Ofsted report into the use of Pupil Premium indicated that:

- *"Many schools were using the funding to maintain or enhance existing provision, rather than putting in place new initiatives".*
- *"Schools did not routinely disaggregate the funding".*
- *"The complex range of barriers to learning faced by children eligible for funding were not sufficiently well linked to intervention strategies".*

Ofsted, *'The Pupil Premium'*, September 2012

We have always believed that in participating in Children's University, schools can easily compare the progress and outcomes between groups of children who take part and those who don't. Equally, children who for whatever reason are not making the progress expected in academic learning can often perform differently beyond the classroom and help both themselves and their teachers to identify and overcome obstacles to improved achievement.

Whilst a substantial proportion of Pupil Premium funding is properly allocated to ensuring that children are able to develop vital skills in literacy and numeracy, there is good evidence to show that supporting participation in a wide range of CU learning can stimulate children's curiosity and provide a range of creative contexts for them to refine and apply what they have learned in a more formal setting.

Where is the evidence?

Our independent evaluations from 2010¹ and 2012² demonstrate positive outcomes for learners, schools, their families and the community:

- **Learners** can achieve significantly better results in school by taking part in activities which '*make learning a reality beyond academic studies*';
- **Schools** can see improvements in attitudes to learning and attendance as a result of CU activities '*teachers and pupils testify to life-changing experiences*';
- **Families** can use CU activities as a vehicle for sharing learning with children;
- **Communities and businesses** can provide a wealth of role models for successful learners as part of CU activities.

What is the cost?

Children's University provision starts by valuing and quality assuring participation and learning offered through the school's current programme of extra-curricular activities. Pupils purchase individual child membership for £5, which gives them their hard copy *Passport To Learning*, and provides their awards and certificates as part of a graduation ceremony.

In addition, children require an annually renewable *E-Passport* licence, which at £1 per pupil, gives both the learners and the school access to a wealth of information about the kinds of activities children have chosen, their feedback on the activities, as well as the facility for school and CU administrators to compare levels of activity between different groups and the impact this can have on overall school performance. Schools could choose to cover the cost of the *Passport To Learning* and the *E-Passport* for pupils eligible for the Pupil Premium knowing that the cohort and the investment are fully trackable.

What types of learning activities could be appropriate for funding through the Pupil Premium?

Whilst Children's University learning is open to all, we actively promote supporting the children who need it most. Our learning activities must also be voluntary for children, and outside the normal school day. This does not preclude designing activities that build from and complement elements of the curriculum:

- **After school clubs** run by staff or outside providers where there are clear learning outcomes as well as opportunities for developing personal and learning skills;
- **Holiday programmes** which offer children extended periods of time to take part in activities with a real purpose and audience;
- **Pupil Premium Summer School Programmes** which are already funded provide activities which could be validated through the CU, and enable Y6 children to continue to use their *Passport To Learning* in their new secondary school.

¹ *Evaluation of the Children's University 2010*, Professor John MacBeath, University of Cambridge (ISBN 978-0-9561319-5-9)

² *Evaluation of the Children's University 2012*, Professor John MacBeath, University of Cambridge (ISBN 978-0-9561319-8-0)

Other examples of potentially fundable activities planned through local CUs include:

- Combining literacy skills development with the opportunity to practice the skills of a newspaper reporter or create a newspaper - First News have created a 'Junior Journalist' pack with us;
- Exploring a popular book through theatre, film and music performances to improve communication skills and build confidence – we have a number of validated learning partners who can provide resources and staff to support this;
- Exploring issues important to children through the medium of television – Sky Skills TV experience is one of our validated activities;
- Establishing 'Enterprise Clubs' where children work in teams to create a product or identify and solve a problem to improve their community;
- Creating bespoke modules with support from Further Education and Higher Education institutions, often involving a visit to a local venue or business.

Establishing a precise causal link between learning beyond the classroom and improved achievement in school is never straightforward, and if you would like to find out more about the impact of CU learning on pupil outcomes, please go to www.childrensuniversity.co.uk (media and publications)



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