

# Improving outcomes for disadvantaged pupils

A toolkit to help education professionals in coastal schools

Regional Schools Commissioner for the South East and South London



# Contents

About this toolkit	3
Introduction	3
7 key themes	5
Effective practice by theme:	
Raising aspirations	6
Recruitment and retention	7
PPG expenditure	9
Behaviour and attitudes to learning	10
Teaching and learning	12
Parental engagement and family support	14
What RSC SESL is doing to support coastal schools	15
Useful resources	16
Coastal research directory	19

## Forward by the Regional Schools Commissioner

I'm passionate about helping ensure all children in the SESL region receive an excellent education, particularly in our most challenging areas, as part of improving social mobility for all.

We recognise that coastal schools face distinct challenges, mainly focused around the performance of disadvantaged young people. This toolkit is intended to help schools identify effective practice for supporting the achievement of these children.

The practice detailed should be useful for anyone who works in schools – but especially Heads and SLTs, Governors and MAT leaders. Whilst the examples feature coastal schools, they are relevant to any school working with disadvantaged pupils.

You'll find a range of case studies on practical approaches that high-performing schools in coastal areas have told us they have found helpful. We have included school contact details for each case study, so you can contact the schools directly if you would like to learn more.

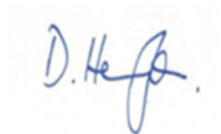
Earlier this year I commissioned a piece of NIESR research to examine disadvantage in coastal schools. This research looked at performance and progress data at a national level. A summary of the report can be found [here](#).

Based on 2015 data, the report found that there is a statistically significant difference in attainment and progress results between coastal schools and non-coastal schools at both primary and secondary level. The report concluded that this gap between coastal and non-coastal schools is most pronounced in the South East and South London region and can be attributed to the larger concentrations of white British free school meals pupils in coastal areas.

To identify effective practice in improving outcomes for these pupils my team visited 15 high-performing coastal schools in the region which also had the highest proportions (top 25% nationally) of white British disadvantaged pupils.

These included 7 primary schools and 8 secondary schools and a mixture of maintained schools and academies. The findings from these visits are summarised in the following pages.

I hope that you find this toolkit helpful and that it supports your work with disadvantaged pupils. As always, we really welcome any questions or feedback you may have on our work.

A handwritten signature in blue ink, appearing to read 'D. Herrington'.

**Dominic Herrington**

**Regional Schools Commissioner for the South East and South London**

**Email: [RSC.SESL@education.gov.uk](mailto:RSC.SESL@education.gov.uk)**

## 7 key themes

Our school visits identified the following common themes that were making a difference to pupil outcomes:

- **DATA** - all schools saw rigorous data collection and monitoring as key to making accelerated progress and raising attainment, by allowing a more individualised, pupil-centred approach and effective targeting.
- **ATTENDANCE** – zero tolerance for poor attendance. Some schools used pupil premium funding to run a school bus service and conduct home visits.
- **RECRUITMENT** – proactive engagement with external organisations (Teach First, Teaching Schools Alliances, local ITT providers). Promoting the coast as a desirable place for prospective teachers to live and work.
- **RETENTION** – supporting staff career progression through structured, personalised CPD for all staff and incremental enhancements in responsibility.
- **MONITORING TEACHING & LEARNING** – almost all schools reported that SLT conducted daily learning walks to monitor the quality of teaching in every classroom.
- **PARTNERSHIPS** – MATs provide invaluable central services including learning resources, specialist/ consultant support, peer reviews, data services, administration resources etc. Other challenge partnerships have been instrumental in driving improvements in maintained schools. Sharing practice and learning from external peer reviews were identified as key.
- **“CATCH UP” INTERVENTIONS** – many coastal schools (both primary and secondary) compensate for low entry points by offering booster courses and interventions for disadvantaged pupils.

## Examples of effective practice - Raising Aspirations

### **Cantell School, Southampton – CIAG advisor for Years 7-11**

Young people in the area of Southampton can suffer from low self-esteem and a lack of aspirations, particular disadvantaged white British pupils. Education is undervalued by some in the community and often learning does not extend beyond the school gates. However, careers information, advice and guidance are really strong throughout the school and citizenship is prioritised as a subject area. There is an on-site careers advisor at all levels (including KS3) who attends all parents' evenings. There is an emphasis on what pupils will be/ want to be when they grow up and schooling as a means of getting to that point. *School contact details:* [headspa@cantell.co.uk](mailto:headspa@cantell.co.uk)

### **St Edmund's Catholic School, Portsmouth – Mentoring for Girls on Free School Meals**

St Edmund's Catholic school run a mentoring system for white British FSM girls. This is a group typically associated with the lowest levels of self-esteem and aspiration. They can also be affected by a lack of parental support for their schooling, leading in many cases to poor attendance and a lack of engagement with the curriculum. The school have worked with the charity the Girl's Network (<http://thegirlsnetwork.org.uk>) who match girls with professional female mentors from all walks of life. They also run workshops, networking events and trips to raise aspirations.

*School contact details:* [lslight@saintedmunds.org.uk](mailto:lslight@saintedmunds.org.uk)

### **Hertford Junior School, Brighton & Hove – Links with local Universities**

At Hertford Junior School in Brighton there is a generational issue of low aspiration among both pupils and parents. Staff are proactive in trying to address this issue and actively seek opportunities for enrichment. For example the school utilises its links with the University of Brighton, taking pupils and parents at Hertford to a 'graduation' day at the university. The school also works in a cluster with 10 other schools to share best practice and resources and there is a triad of three headteachers who act as challenge partners, conducting visits and offering peer support to each other. If you would like to know more about this case study please contact [rsc.ses1@education.gov.uk](mailto:rsc.ses1@education.gov.uk)

## Further examples of practice that schools have found helpful:

Using case studies of previous students who have turned around behaviour and performance to achieve results as motivation and proof that it is possible to teachers, parents and pupils

### **Creating partnerships with local sports teams to help develop team building skills and aspirations**

Y6 “acclimatisation week” for all incoming Y7 pupils to establish early expectations and high aspirations

### **House system used to build competitiveness and provide leadership opportunities for pupils at all stages**

## Recruitment and retention

### **St Leonards Academy, Hastings – Supporting career development**

St Leonards have taken a proactive and creative approach to recruitment and retention. The academy has developed a tailored approach to career planning for its teachers. This has included developing a personal development plan for each teacher and facilitating opportunities to reach their individual goals. The academy also offers mentoring, in-house training and peer-to-peer coaching. They have links with Schools Direct and Teach First and deem this support indispensable. These strategies have also helped counteract challenges surrounding the retention of good teachers as a number of good teachers have quickly assumed leadership positions within the Trust. The academy has been in touch with a school in Hull to raise teaching standards and is constantly seeking out new opportunities to develop its staff. They have also found social media to be a useful tool for attracting applicants. *School contact details:* [TSLA.HeadsPA@HASLA.org.uk](mailto:TSLA.HeadsPA@HASLA.org.uk)

### **Ark Academies – Engagement with ITT providers**

Many schools reported teacher recruitment as a significant challenge. At Ark Academies they have addressed this by working closely with ITT providers and leadership development programmes. They have engaged with Teach First, Ark Teacher Training, and School Direct schemes run by local Universities. The Ark Teacher Training begins with 2 weeks of in-class training over the summer before trainees begin their formal ITT. Thursday is a teach-free day for all trainees, with highly tracked weekly feedback to Ark on each trainee’s performance and fortnightly meetings with mentors. Teachers are usually then retained within the MAT. Furthermore, by offering access to programmes such as the National Professional Qualification for Middle Leadership and Future Leaders they can attract aspiring middle and senior

leaders. They have also had success offering relocation and retention packages to new starters, to attract teachers who have been priced out of the London market, amongst others. If you would like to know more about this case study please contact [rsc.sesl@education.gov.uk](mailto:rsc.sesl@education.gov.uk)

### **Cantell School, Southampton – Collaboration with ITT providers**

Cantell School in Southampton has also benefitted from close working with ITT providers including Portswood Teaching School Alliance, Southampton University and Teach First. Part of this has involved identifying and signing up for promotional opportunities – e.g. hosting all trainee teachers from Southampton University to help battle entrenched historic negative reputations of the school and attract new teachers. They also partner with four secondary schools to offer Schools Direct participants flexibility, including experience of post-16 provision and a special school. They are proactive in retaining teachers through coaching programmes, CPD sessions and projects to give teachers greater responsibility. Joint leadership at department level has been successful in building leadership capacity, lightening the burden of leadership on teaching staff, and improving work-life balance. *School contact details:* [headspa@cantell.co.uk](mailto:headspa@cantell.co.uk)

### **Further examples of practice that schools have found helpful:**

**A staff member designated to support staff welfare and wellbeing including organising social activities.**

Flexibility in adapting to teachers' personal circumstances e.g. subsidising a staff crèche and allowing flexible working hours

**Social media to advertise jobs and promote “coastal challenge” teaching**

Incremental enhancements and opportunities for staff to aid retention

**Promoting “coastal challenge” and secondment-style opportunities in coastal schools offered within MATs to their network of teachers**

Savings made as part of being a MAT allow for relocation and retention bonuses to aid recruitment

**Attending recruitment fairs, open days, directly emailing NQT mailing lists from local universities**

## Pupil Premium Grant expenditure

### **Cantell School, Southampton – Funding an ‘Achievement Leader’**

At Cantell School in Southampton 45% of pupils are on Free School Meals and the local area suffers from endemic issues such as low aspirations, poor attendance and a lack of parental support for education. The school uses the pupil premium grant (PPG) to support several strategies targeted at disadvantaged pupils. For example, this funds the salary of a ‘Pupil Premium Champion’, a staff member who focuses on tracking the data of disadvantaged pupils and putting in place interventions if necessary. To address attendance and aspiration issues common amongst disadvantaged pupils, the PPG funds a school bus to collect pupils with truancy problems and subsidises trips and visits (targeting school trip places for PP students – e.g. university visits are 65% pupil premium)

*School contact details:* [headspa@cantell.co.uk](mailto:headspa@cantell.co.uk)

### **St Leonards Academy, Hastings – Pupil Premium Toolkit**

St Leonards is part of the Hastings Academy Trust which has developed a Pupil Premium Toolkit. This includes a five step approach to intervening where necessary, including: identifying the barriers in the student’s education; identifying a suitable strategy; ascertaining desired outcomes; identifying resources and evaluating the process. All staff are to raise concerns about individual students and plan timely interventions according to the process outlined in the toolkit. A ‘Pupil Premium Champion’ is responsible for coordinating all activity. Intervention strategies that receive PPG funding are in line with the [Sutton Trust’s Education Endowment Trust toolkit](#). Including:

- 1:1 and small group tuition in core subjects
- Intensive literacy intervention: Accelerated reader
- Engagement and enrichment activities outside of the school day
- Meta-cognitive and ‘learn to learn’ mentoring
- A counselling service for behaviour management and self-esteem.
- Alternative provision programs: Shore Academy, Forest School, Egg-Tooth, Entertainment Workshop and Ivyland Farm.
- Two week literacy summer school

*School contact details:* [TSLA.HeadsPA@HASLA.org.uk](mailto:TSLA.HeadsPA@HASLA.org.uk)

### **Thornhill Primary School, Southampton – Using PPG**

Thornhill Primary School is situated in the 6<sup>th</sup> most deprived area of the country with 56% of its pupils in receipt of free school meals. Nevertheless, the school have been particularly successful in working with disadvantaged pupils, with 100% achieving level 4 or above in RWM in 2015. The PPG funds Nurture groups which are small groups that provide a safe environment for emotional and social learning and the development of language and

communication skills. At Thornhill 75% of FSM pupils attend a nurture group and they are fundamental to the school's success. The PPG also funds after-school clubs and high quality experiences, including trips without the parent contributions that other schools request. Rigorous evaluation of teaching and learning is carried out, with Senior and Middle leaders assessing lessons, identifying weaknesses and setting deadlines/targets to address issues. A priority is placed on progress regardless of starting point and the school has a huge intervention map within which every child is supported.

School contact details: [info@Thornhill.sch.net](mailto:info@Thornhill.sch.net)

## Further examples of practice that schools have found helpful:

English and maths booster classes for Y7 and Y11 catch ups

### **Free/ subsidised breakfast clubs**

Extra drama and art after school classes particularly for PPG pupils less likely to engage with enrichment activities outside of school

### **Ark schools use PPG expenditure to change curriculum at KS3 and have introduced English and Maths Mastery curriculum programme**

A number of schools run a cost-benefit analysis of their PPG interventions to see which efforts delivered best outcomes for their cost.

### **Subsidising access for PPG pupils to music lessons, National Citizenship Award Programme, trips**

Educational psychologist to run nurture programmes for FSM and PPG students

## Behaviour and attitude to learning

### **Palmarsh Primary School, Folkestone – Prioritising student wellbeing**

For Palmarsh Primary School in Folkestone emotional wellbeing is a prominent concern, with many pupils facing mental health issues and tough home environments. The school addresses these needs before learning can begin, with dedicated personnel to lead on SEN, social services, attendance and early help. They also implement a number of strategies to support wellbeing and manage behaviour:

- Case study profiling of individual pupils: These can then be shared with staff to provide targeted intervention for families and pupils.
- Adoption of mainstream core standards for SEMH: including emotional check-ins, nominated adults for support; behaviour champions; playtime clubs, and breakfast clubs; Leaders working with parents on parenting

skills, numeracy, literacy, e-safety, bullying etc.

- Buying in extra support – school nursing, Ed-psyche, counselling services; CAMHS; wellbeing coach
- Attendance - half-termly 100% prizes, yearly 100% trips.
- Targeted English and Maths workshops for the most vulnerable pupils.
- Project with Gillingham Football club to improve resilience.
- Changing the perception of "normal/expected" behaviour.

The school have not had any exclusions for several years as they use a nurture project for children at the verge of exclusion or who need additional support. They have also seen a significant reduction in behaviour related incidents because of trained dinner supervisors, behaviour champions and Year 6 peer mediators.

*School contact details:* [Headteacher@palmarsh.kent.sch.uk](mailto:Headteacher@palmarsh.kent.sch.uk)

### **Crookhorn College, Hampshire – ‘Family’ based pastoral care**

Crookhorn College is situated in Waterlooville, a town of relatively high deprivation close to Portsmouth. The proportion of FSM pupils is 34.1%, 4.7% higher than the national average. The school has seen challenging behaviour among students and there have also been issues surrounding mental health, particularly among boys. However the College takes pride in the ethos they have been building over the course of 10-12 years. The ethos of the college is underpinned by four key principles (respect, responsibility, achievement and commitment) to ensure a balanced provision of both the support and boundaries needed for a healthy student life. This includes three layers of “family” based pastoral care through tutor groups, the House community and the College as a collective. Each House has a designated charity and garden and there are regular competitions between Houses.

*School contact details:* [Rachel.Murray@crookhorn.hants.sch.uk](mailto:Rachel.Murray@crookhorn.hants.sch.uk)

### **Place2Be – Working with a mental health charity**

At many coastal schools mental health issues are prevalent in the most vulnerable students and their family members. However, several schools have had success with Place2Be, a mental health charity providing emotional and therapeutic services in schools to children, parents, teachers and school staff. In addition, the programme runs its own scheme through which counsellors can train, meaning 6 counsellors are available to a school for the cost of one. Place2Be provides the necessary support within the school to pupils, focusing on early intervention in mental health problems. This includes work with the transition of students from one site to the next, friendship group work, planning with SENCO and staff and the Place To Talk service for parents and teachers. If you would like to know more about this case study please contact

[rsc.sesl@education.gov.uk](mailto:rsc.sesl@education.gov.uk)

## Further examples of practice that schools have found helpful:

**Having a clear behaviour policy that can be understood by all schools helps clarify expectations.**

PPG supports: An in-house student support team including at least 2 behaviour support officers, a CIAG officer, school councillor and an education welfare officer.

**Nurture groups and homework sessions for SEN and vulnerable pupils.**

SOLO taxonomy is a tailored learning approach that allows students to be good and excellent learners regardless of ability, this has been used to motivate pupils whose disruptive behaviour is motivated by sense of underachievement

**Guy Claxton “mindfulness” and Carol Dweck’s “mindset”.**

Budget for extra teaching support e.g. TAs, family liaison officer, speech and learning therapist, emotional literacy support officers

## Teaching and learning

### Ark Charter Academy – Student Tracking and Co-Planning

The Ark academies try to get their staff thinking in a national, rather than just local performance mind-set. Pupils and teachers were encouraged to go to other Ark academies to expose them to their rigour and precision. The academies credit increased tracking and comparing of students (both nationally and locally) as a key factor in improving attainment. They have ensured middle leaders understand how tracking pupils carefully can make a huge difference, embedding this tracking in their practice. They have also adopted a system of ‘co-planning’ to make the best use of planning time. All pupils, both those eligible for FSM and those who are not, are provided with snacks before exams. This ensures all pupils do not undergo exams on an empty stomach, and avoids any risk of stigmatization of FSM pupils.

*School contact details:* [e.morey@charteracademy.org.uk](mailto:e.morey@charteracademy.org.uk)

### Cantell School, Southampton – Easy data and focusing on core subjects

Cantell rigorously focus on monitoring the data of disadvantaged pupils but try to do this in a way that does not provide a major burden for staff. The central data team produce standard templates for all teaching staff to record and collect data, making it more readable, consistent and easy to access. Furthermore all pupil progress is RAG rated to make targeting interventions more straightforward. The school also prioritises resources onto core areas in order to ensure progress. For example, to allow resources to focus on key areas, things like expensive ICT equipment are deprioritised. This approach

allows increased staffing in English, maths and science so that these teams can deliver interventions and Y7 catch-up in these core subject areas.  
*School contact details:* [headspa@cantell.co.uk](mailto:headspa@cantell.co.uk)

### **Crookhorn College, Hampshire – A ‘refined’ use of data**

Crookhorn have introduced a data analysis tool which has been useful in identifying strengths and weaknesses in teaching and learning. The College’s attitude towards data has also changed, with a reduced need for excess data but a more refined focus on what the data reveals and what can be done with it. The College is part of the Havant Federation of Schools and has appointed lead practitioners for English, maths and science. They also offer training to staff through cross pedagogical groups whereby teachers are coached and observed by their peers across the College. The Havant Federation holds regular meetings for Heads and Deputies.

*School contact details:* [Rachel.Murray@crookhorn.hants.sch.uk](mailto:Rachel.Murray@crookhorn.hants.sch.uk)

### **Further examples of practice that schools have found helpful:**

Almost all schools hold daily SLT learning walks, visiting every classroom to monitor teaching quality, address weakness and set targets

**One academy, instead of having one full staff meeting a week, held three ‘bitesize’ all staff meetings with a particular focus on sharing good practice for T&L for e.g. one teacher might lead a session on assessment technique**

Co-planning between year group leaders and subject leaders to ensure consistency in the delivery of lessons taught

**A summer school for Y6 pupils joining in Y7 and Y11 pupils approaching exams**

INSET days focusing on efforts to target PPG pupils and closing the gap

**Academic mentoring for borderline & PPG students from May in Y10 until Y11**

Cross-pedagogical groups in geographical areas (LAs or smaller in some cases) which allows coaching and observations by peers

## Parental engagement and family support

### Crookhorn College, Hampshire – Split parents evening

Parents who are disengaged with their children's education are a significant issue in the community that Crookhorn College serves. To address this, the College has abandoned parents evenings split by year groups and instead offer five parents evenings in the academic year open to all parents. This allows more engaged parents a chance to have frequent check-ins, but puts greater expectation on less engaged parents to attend. The College also produces colour-coded reports which give parents a comprehensive snapshot of their child's progress and attainment. Parents come into the school for progress review days to discuss these reports with teachers.

School contact details: [Rachel.Murray@crookhorn.hants.sch.uk](mailto:Rachel.Murray@crookhorn.hants.sch.uk)

### Palmarsh, Hertford, and Kanes Hill Primary Schools – working closely with families

Staff at Palmarsch and Kanes Hill Primary Schools work closely with families to support disadvantaged children. There is a focus on adult learning and positive praise for the achievements of both children *and* their parents. Staff work with parents on parenting skills and issues like e-safety and bullying. They also run workshops for parents on phonics, maths and reading. At Hertford Junior school, staff arrange trips to local universities and the beach to compensate for the lack of opportunity provided to students outside of school. They also see the relationship with parents as key and teachers are matched with classes based on their personality and suitability for that group of children. Staff also take part in *Working With Others*, a Brighton-led programme to help teachers increase collaboration.

School contact details: [Headteacher@palmarsch.kent.sch.uk](mailto:Headteacher@palmarsch.kent.sch.uk),

### Further examples of practice that schools have found helpful:

Many schools saw a highly visible SLT as important to engaging parents, meeting parents at the gates to directly encourage engagement

#### **Coffee mornings, workshops and info session targeting parents of children from more challenging homes**

Primary schools ensured regular parent-teacher meetings and provision of after school care to support working parents

**Family liaison/ support officers work closely with parents to develop parenting skills including upskilling parents in literacy and numeracy skills to support children and guidance on how to deal with bullying**

## What is RSC SESL is doing to support coastal schools?

Coastal schools we visited asked for:

- Better coordination at a regional level of teacher recruitment and retention activities
- Identification and utilisation of system leaders experienced in coastal challenges
- Peer support and networking beyond immediate locality
- Recognition of the specific challenges facing coastal schools and publicity for those schools effectively improving outcomes for pupils in those circumstances

What we are doing:

- Using RSC platform and networks to promote the coastal challenge and the successes of coastal schools. Sharing best practice findings from our research visits.
- A SESL MAT conference in May 2017 focussing on improving outcomes for disadvantaged pupils, with particular attention on coastal schools
- Creating a database of system leaders who can provide mentoring and support to schools in coastal areas. Please contact the RSC office if you would like to engage with this – [RSC.SESL@education.gov.uk](mailto:RSC.SESL@education.gov.uk)
- Helping with co-ordination of recruitment and retention issues at regional level led by NCTL and addressing this at the RSC SESL's sub-regional fora (hub of educational leaders who meet termly to discuss local issues)

## Useful resources

(Ctrl + click to follow links. If this does not work copy and paste the link into your browser.)

School Improvement and Leadership	
<b>NAHT Aspire</b> – school improvement programme	<a href="http://nahtaspire.co.uk/">http://nahtaspire.co.uk/</a>
<b>The Key</b> - leadership and management resources and support for schools	<a href="http://www.thekeysupport.com">www.thekeysupport.com</a>
<b>The Education Development Trust</b> – research, resources, and guidance on school system reform, inspects and self-evaluation and careers.	<a href="http://www.educationdevelopmenttrust.com">www.educationdevelopmenttrust.com</a>
<b>Challenge the Gap</b> - a whole-school improvement programme focused on improving outcomes of disadvantaged pupils.	<a href="http://www.challengepartners.org">www.challengepartners.org</a> Email: <a href="mailto:jess.talbot@challengepartners.org">jess.talbot@challengepartners.org</a>

Aspiration, Wellbeing and Pastoral Support	
<b>The Girls Network</b> – Charity running a mentoring programme for girls from disadvantaged backgrounds. Currently operating in Portsmouth, Brighton & Hove and Bournemouth	<a href="http://thegirlsnetwork.org.uk/">http://thegirlsnetwork.org.uk/</a>
<b>Education Business Partnership</b> – Social enterprise which runs programmes to develop skills and raise aspirations among young people	<a href="http://www.the-ebp.co.uk">www.the-ebp.co.uk</a>
<b>Guy Claxton “Mindfulness”</b> – psychological research on how to build more powerful learners through mindfulness	<a href="http://wgsi.org/guy-claxton">http://wgsi.org/guy-claxton</a> <a href="https://www.buildinglearningpower.com/">https://www.buildinglearningpower.com/</a>
<b>Carol Dweck’s “Mindset”</b> – research and resources on how to teach a “growth mindset” to create motivated and productive learners	<a href="http://www.mindsetonline.com">www.mindsetonline.com</a> <a href="https://goo.gl/9cSFLC">https://goo.gl/9cSFLC</a>
<b>Salus Nurture Project</b> - Kent based but resources accessible for all. Large number of guidance and resources from e-bullying to work based learning	<a href="http://salusgroup.org.uk/">http://salusgroup.org.uk/</a>
<b>Place2Be charity</b> – provides emotional and therapeutic services in primary and secondary schools	<a href="http://www.place2be.org.uk">www.place2be.org.uk</a>

## Targeting support for FSM and PPG students

<p><b>Education Endowment Foundation Teaching and Learning Toolkit</b> - to help inform PPG spending. Cost-benefit analysis of PPG initiatives</p>	<p><a href="https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/">https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit/</a></p>
<p><b>Education Endowment Foundation Families of Schools Database</b> – Sophisticated online tool that allows you to find schools with similar levels of deprivation and compare how well they do at closing the attainment gap.</p>	<p><a href="https://educationendowmentfoundation.org.uk/attainment-gap/families-of-schools-database/">https://educationendowmentfoundation.org.uk/attainment-gap/families-of-schools-database/</a></p>
<p><b>John Dunford's “10 Point Plan” for successful PPG expenditure</b> – tried and tested best practice initiatives for using PPG effectively</p>	<p><a href="https://johndunfordconsulting.co.uk/2014/10/11/ten-point-plan-for-spending-the-pupil-premium-successfully/">https://johndunfordconsulting.co.uk/2014/10/11/ten-point-plan-for-spending-the-pupil-premium-successfully/</a></p>
<p><b>OFSTED Pupil Premium best practice</b></p>	<p><a href="http://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p>
<p><b>NCTL blog and guidance on how to commission a Pupil Premium Review</b></p>	<p><a href="https://nctl.blog.gov.uk/2015/01/21/pupil-premium-reviews-using-system-leaders/">https://nctl.blog.gov.uk/2015/01/21/pupil-premium-reviews-using-system-leaders/</a>  <a href="https://www.gov.uk/guidance/pupil-premium-reviews">https://www.gov.uk/guidance/pupil-premium-reviews</a></p>
<p><b>Teaching Schools Council and NCTL Guide to Effective Pupil Premium Reviews</b></p>	<p><a href="http://tscouncil.org.uk/wp-content/uploads/2016/04/PPR-guide-Spring-2016-refresh-FINAL.pdf">http://tscouncil.org.uk/wp-content/uploads/2016/04/PPR-guide-Spring-2016-refresh-FINAL.pdf</a></p>
<p><b>NCTL Directory of Pupil Premium reviewers</b> (searchable by postcode)</p>	<p><a href="http://apps.nationalcollege.org.uk/closing_the_gap/index.cfm">http://apps.nationalcollege.org.uk/closing_the_gap/index.cfm</a></p>

## Recruitment and Teacher Development

<p><b>Teach First South Coast</b></p>	<p><a href="http://www.teachfirst.org.uk/south-coast">www.teachfirst.org.uk/south-coast</a></p>
<p><b>Teaching Schools Alliances</b> – this link allows schools to identify their nearest Teaching School Alliances, NLEs, LLEs and NLGs</p>	<p><a href="http://apps.nationalcollege.org.uk/s2ssd_new/">http://apps.nationalcollege.org.uk/s2ssd_new/</a></p>

<p><b>Future Leaders</b> – School leader development programme focused on pupils from disadvantaged backgrounds</p> <p>Future leaders report on Coastal Schools.</p> <p><b>Teaching Leaders</b> - accelerated leadership development for middle leaders in challenging schools.</p>	<p><a href="http://www.future-leaders.org.uk/">http://www.future-leaders.org.uk/</a></p> <p><a href="http://www.future-leaders.org.uk/insights-blog/combating-isolation-coastal-schools/">www.future-leaders.org.uk/insights-blog/combating-isolation-coastal-schools/</a></p> <p><a href="http://www.teachingleaders.org.uk/">www.teachingleaders.org.uk/</a></p>
<p><b>Schools Direct</b> – ITT provider</p>	<p><a href="http://www.gov.uk/government/collections/school-direct-information-for-schools">www.gov.uk/government/collections/school-direct-information-for-schools</a></p>
<p><b>Local university education departments</b></p>	<ul style="list-style-type: none"> <li>• <a href="http://www.canterbury.ac.uk/education/our-work/teacher-education-and-development/school-of-teacher-education-and-development.aspx">www.canterbury.ac.uk/education/our-work/teacher-education-and-development/school-of-teacher-education-and-development.aspx</a></li> <li>• <a href="http://about.brighton.ac.uk/education/">http://about.brighton.ac.uk/education/</a></li> <li>• <a href="http://www.southampton.ac.uk/education/">www.southampton.ac.uk/education/</a></li> <li>• <a href="http://www.sussex.ac.uk/education/">www.sussex.ac.uk/education/</a></li> <li>• <a href="http://www.chi.ac.uk/institute-education">www.chi.ac.uk/institute-education</a></li> <li>• <a href="http://www.port.ac.uk/school-of-education-and-childhood-studies/">www.port.ac.uk/school-of-education-and-childhood-studies/</a></li> </ul>
<p><b>SSAT's Teacher Effectiveness Enhancement Programme</b> – research based teaching and learning programme to improve effectiveness of</p>	<p><a href="http://www.ssatuk.co.uk/cpd/teaching-and-learning/teep">www.ssatuk.co.uk/cpd/teaching-and-learning/teep</a></p> <p><a href="http://www.teep.org.uk">www.teep.org.uk</a></p>

<h2 style="text-align: center;">Teaching &amp; Learning Resources</h2>	
<p><b>Ofsted Good Practice Guidance</b> – we have been told that Ofsted's videos are particularly useful. Hertford Jnr School have specific videos they found helpful</p>	<p><a href="http://www.youtube.com/user/Ofstednews">www.youtube.com/user/Ofstednews</a></p>
<p><b>SISRA</b>- intuitive and cost effective web based solutions for monitoring and managing student performance and results analysis</p>	<p><a href="http://www.sisra.com/">www.sisra.com/</a></p>
<p><b>MINTclass</b> – time saver for teachers which links seating plans to pupil data</p>	<p><a href="http://www.mintclass.com">www.mintclass.com</a></p>

<b>English and Maths Mastery</b> – curriculum used by Ark, particularly for developing literacy and numeracy skills (catch-up from primary school)	<a href="http://masteryenglish.co.uk/">http://masteryenglish.co.uk/</a> <a href="http://www.mathematicsmastery.org/">http://www.mathematicsmastery.org/</a>
<b>SOLO taxonomy</b> – learning concept focused around 5 key stages	<a href="http://learningandteaching.info/learning/solo.htm">http://learningandteaching.info/learning/solo.htm</a> <a href="http://pamhook.com/solo-taxonomy/">http://pamhook.com/solo-taxonomy/</a>
<b>SIMs and 4matrix</b> - systems for data management	<a href="http://www.capita-sims.co.uk">www.capita-sims.co.uk</a> , <a href="http://www.4matrix.com">www.4matrix.com</a>

The <a href="#">Sutton Trust-EEF Teaching and Learning Toolkit</a> is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.	
<a href="#">Combatting isolation in coastal schools</a> A report examining why coastal schools struggle and how headteachers are turning them around.	

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