**Strategies for diminishing differences**

Development of Pupil Premium Toolkits

* Whole school approaches, systems, guidance, proformas and examplars
* Dovetailed between primary and secondary, including a transition unit
* Section in the primary toolkit on Early Years and early provision
* Links across all aspects of the service, including Governance, Attendance and Inclusion
* Will be able for schools to purchase from 31st January and are being supported by training opportunities for leaders in primary and secondary across the County

Pupil Premium Conference – Diminishing the Differences for Disadvantaged Pupils in Kent

* Cross – phase conference with 220 attendees from across schools in Kent
* Guest speaker from Education Endowment Fund
* Outstanding schools from different areas with exemplary practice in diminishing differences also speaking

Ensuring Consistency of message and sharing best practice across Primary Improvement Team

* Update for all IAs on the Pupil Premium Toolkit and the conference
* Shared approaches and resources for effective Pupil Premium Reviews

Pupil Premium Reviews

* Increased requests for Pupil Premium Reviews in schools across the County
* Collaborations increasing their work across schools (school to school reviews) with focuses on pupil premium spend and diminishing differences for disadvantaged pupils

Courses and Training

* All courses from the Improvement Team across Kent include aspects of Pupil Premium within the training – e.g. curriculum course, SEF and SDP course, Middle Leaders course
* Bespoke training for Pupil Premium – courses across Kent in Autumn Term
* Aspect of all HT Breakfast Briefings
* RAISEonline and dashboard training for HTs and Governors

Governor Conference

* Focusing on Pupil Premium this year – March 2017

Next Steps:

* Developing the Kelsi website to provide up to date, useful information for Kent schools on best practice, latest research and links to key documentation
* Developing pupil specific case studies to support schools in tailoring their curriculum and approaches for pupils with specific, multi layered barriers
* Continue to provide training and support for schools who are not having sufficient impact on their disadvantaged pupils

# **Best Practice in Kent**

In our most effective schools, there are a number of approaches/strategies that are having significant impact on diminishing differences for disadvantaged pupils. These common themes have been identified in a number of our schools where outcomes are above national. The approaches/strategies include the following:

* Highly effective speech and language support
* Outstanding early years provision in nursery and reception building characteristics of effective learning
* Strong, integrated and regularly accessed outdoor learning provision e.g. forest schools, tiger troop, science gardens, beach schools
* Specialist provision for the arts, music and PE
* A curriculum that builds cultural capital through rich and varied experiences e.g. theatre, museums, politics, religion
* Developing self esteem, resilience and aspirations e.g. growth mind set, blooms taxonomy, Building Learning Power
* Using diagnostic tools effectively e.g. PASS, Pixel, Language Link, Boxall profiling
* Investing heavily in reading

# **Disseminating Best Practice across Kent**

* Guest speakers from highly effective schools at Kent’s conferences and training e.g. nursery conference, Pupil Premium courses and conferences
* Journey to Outstanding Programme – linking good schools with outstanding schools to share all aspects of best practice
* Increasing the of KLEs across Kent schools to offer school to school support
* Future development of the KELSI website to host best practice case studies and strategies from our most successful schools
* Focused agenda items on HT Breakfast Briefings
* Ensuring all Improvement Advisers have identified and shared best practice
* Constant articulation and communication of our values and expectations, with reference to Pupil Premium Toolkit, making effective use of performance data, Sutton Trust Toolkit, our Vulnerable Learners Strategy and the use of Case Studies

**Whole School Good Practice**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Strategies** | **Cost Implications** | **Evaluation Strategies** |
| **Self Esteem** | * Ensure students have access to new uniforms and correct equipment
 | * Low
 | * Uniform being worn
 |
| * Ensure that system for getting lunch in school does not identify FSM students (credit card systems etc.)
 | * Low
 | * Attendance records show students eating (breakfast)/lunch
 |
| * Ensure there is a non-visible system for paying for trips
 | * Variable
 | * Students attend trips
 |
| * Ensure that PP students are not under-represented in rewards systems or over represented in behaviour points
 | * Low
 | * Check logs for both

Improved behaviour pattern |
| * Invest in extra activities for students – particularly residential and resilience building activities
 | * Medium
 | * Pupil feedback sheets show improved engagement with school
 |
| * After school tuition in English and maths
 | * Medium
 | * Attendance and achievement
 |
| **Achievement** | * Appoint a Pupil Premium Champion with direct accountability for the outcomes for students
 | * None
 | * Gap narrows in an improving trend
 |
| * Ensure a governor has direct responsibility for liaising with the PP champion
 | * None
 | * Minutes show governor monitoring, support and challenge
 |
| * Have a high quality data tracking system, monitored regularly
 | * Low
 | * Data tracking in place
 |
| * Set challenging targets (e.g. 5 levels of progress from KS2 to KS4)
 | * None
 | * Targets set and met
 |
| * Ensure there is a strategy for able, gifted and talented students to access funding
 | * Proportional PP funding
 | * G and T achievement of PP students improves
 |
| * Ensure that non-AEN students have access to funding
 | * Proportional PP funding
 | * Achievement improves
 |
| **Aspirations** | * High quality information, advice and guidance at each transition phase(e.g. encourage to apply for grammar school/academic courses/university etc. as appropriate)
 | * Low
 | * Increasing proportions of PP students aspiring to higher education
 |
| * Have a parental engagement strategy where parents are also aware of ‘next steps’
 | * Low
 | * Parents attend meetings at school
 |
| * Have high expectations of attendance – ensuring that students are not over represented in persistent absence figures
 | * School attendance officer plus EWO/FLO time
 | * PP students’ attendance at least in line with main cohort
 |
| * Check the proportions of students at risk of exclusion
 | * Low
 | * PP students not over represented in fixed or permanent exclusions
 |

**Good Practice at Key Stage 1**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Strategies** | **Cost Implications** | **Evaluation Strategies** |
| **Self Esteem** | * Financial support for school trips/visiting speakers
* Universal offer of free school meals from September 2014 will mean no differentiation at lunchtimes, but other ways of identifying vulnerable students will be needed.
* A ‘significant adult’ or mentor to be attached to each PP child
* Support with school uniform and equipment
* Access to support with medical/hygiene issues e.g. clean school uniform
 | * Variable
* Nil
* Low
* Low
* low
 | * Attendance registers
* Monitoring needed that students are eating a balanced lunch
* Mentor training needed
* Uniform being worn
* Bullying log - no issues of bullying etc. due to poor hygiene
 |
| **Achievement** | * 1**:**1 reading support for PP children e.g. Reading Recovery or Better Reading Partnership
* Free Breakfast Club
* FLO to support parental engagement/attendance
* Support for small group work
* 1**:**1 conferencing for pupil feedback
* Teacher and TA support to reinforce learning
* Staff CPD on “Quality First” teaching and learning
 | * Medium
* Low
* Medium
* Low
* Medium
* High
* Low
 | * Tracking of achievement in reading
* Attendance records
* Attendance records, parent voice
* School tracking
* Book scrutinies
* Tracking data
* Teaching and Learning profile improves, outcomes improve
 |
| **Aspirations** | * Home visits and regular engagement with parents to ensure a positive foundation for future partnerships
* Prompt action taken to promote good attendance of PP children with link to significant adult to ensure behaviour expectations are enforced.
* Outside speakers to broaden pupil aspirations
* PP children to be targeted to engage in range of extra- curricular activities to broaden horizons.
 | * Low
* Low
* Low
* low
 | * Parent surveys and attendance at meetings
* Attendance and behaviour records
* Feedback from mentor
* Pupil feedback
* Extra- curricular attendance registers
 |

**Good Practice at Key Stage 2**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Strategies** | **Cost Implications** | **Evaluation Strategies** |
| **Self Esteem** | * Financial support swimming/school trips/residential events
* Mentor – significant adult identified for PP children
* Access to support with hygiene issues eg. clean school uniform
* Nurture groups to support children with low self-esteem and at risk of exclusion
 | * Variable but may be high
* Low
* Low
* Medium
 | * Pupil feedback
* Pupil/mentor feedback
* Staff feedback
* School records
 |
| **Achievement** | * 1-1 reading support for PP children/Better Reading Partnership
* Free breakfast club to support attendance and achievement
* FLO to support parental engagement/attendance
* Homework club
* Support for small group works
* 1-1 conferencing/pupil feedback
* Mentor support for PP children
* Free music lessons
* Targeted TA support to reinforce learning
* Easter school to support KS2 revision
 | * Medium
* Low
* Low
* Low
* Medium
* Medium
* Low
* Medium
* Medium
* Medium
 | * Tracking of achievement in reading
* Attendance linked to school tracking
* FLO records
* Club attendance records
* Pupil tracking data
* Pupil feedback and data tracking
* Mentor and pupil feedback
* Tutor and pupil feedback
* Pupil tracking data
* KS2 SATs results
 |
| **Aspirations** | * PP students and their parents to be encouraged to apply for Grammar Schools
* Prompt action taken to promote good attendance of PP children with link to significant adult to ensure behaviour expectations are enforced.
* Outside speakers engaged to raise career aspirations
* PP children to be targeted to engage in range of extra-curricular activities to broaden horizons.
 | * Nil
* Nil
* Nil
* Nil
 | * PESE applications
* Attendance and behaviour records
* Pupil feedback
* Extra-curricular attendance records and pupil feedback
 |

**Good Practice at Key Stage 3**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Strategies** | **Cost Implications** | **Evaluation Strategies** |
| **Self Esteem** | * Membership of clubs paid for (Music lessons and instruments , Sports equipment, Art materials, Cookery ingredients)
 | * Low
 | * Attendance registers of clubs/activities kept
 |
| * Uniforms and shoes, sports kit
 | * Low
 | * High standard of uniform worn
 |
| * Access to high quality mentoring/coaching
 | * Low
 | * Students’ feedback
 |
| * Residential trips paid for
 | * Can be high (e.g. ski trips)
 | * Students’ feedback
 |
| * High expectations to be set for attendance and appropriate early interventions
 | * EWO
 | * Attendance figures improve
 |
| **Achievement** | * Reading interventions (e.g. Accelerated reader, Reader Recovery)Reading buddies
 | * High
 | * Reading ages recorded (and 6 months after programme ends)
 |
| * Small group recovery work in English and maths
 | * High
 | * Progress data in English and maths
 |
| * Breakfast and homework clubs
 | * Medium
 | * Attendance registers
 |
| * Access to ICT (including a lap top and broadband if necessary)
 | * Medium
 | * Monitor use of homework and revision programmes
 |
| **Aspirations** | * High quality guidance for options choices, involving parents
* School ‘heroes’ – destinations of ex-pupils flagged and invited to speak in school if possible
* GCSE courses in English and maths offered to parents and carers
 | * Low
* Low
* Low
 | * Academic and vocational options balanced
* Student voice
* Take up of offer and success in public exams
 |

**Good Practice at Key Stage 4**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Strategies** | **Cost Implications** | **Evaluation Strategies** |
| **Self Esteem** | * Academic mentor appointed for each student with specific responsibility for outcomes
* Life coach appointed to coach specific groups of pupils e.g. low aspiration girls
* Free music/Art/Sports extra-curricular activities
* Motivational speakers
* Continue to support free uniform, sportswear and equipment and specialist equipment for GCSE studies (e.g. cameras, ICT, artist materials etc
 | * Low
* Medium
* High
* Medium
* Medium
 | * Student voice/outcomes data
* Destination wishes change
* Attendance at extra curricular activities
* Full participation in GCSE couses
 |
| **Achievement** | * 5 A\*-C including English and maths to be seen as the minimum aspiration – students to be targeted for A\*/A/B grades to allow access to level 3 courses
* High quality, early interventions identified and tracked
* LSAs to do bulk of ‘classwork’ marking of literacy in all subjects and maths by extending marking to three colours (teacher for summative and formative assessments, peer and TA marking) therefore clearly identified. Students to respond to marking
* Careful tracking of 3 tiers of offer universal/targeted/personalised
 | * Low
* High
* TA marking
* Low
 | * Target setting and tracking for ‘good’ progress rather than ‘expected
* Higher targets achieved
* Students literacy skills improved. Response to class work marking improves. Formative and discussion marking improves
* Clear definition of PP spending
 |
| **Aspirations** | * Gap year students to be paid to coach and mentor students in school – including visits to their university
* Local employers to visit school to talk to students about their recruitment needs
* Residential visits to universities
* High quality apprenticeships sourced and taster days arranged
 | * High
* Low
* Medium
* Low
 | * Mentoring improves outcomes and aspirations
* Pupil voice and outcomes
* Increase in proportion applying to university
* Uptake of modern apprenticeships improves. Reduction in NEETs
 |

**Good Practice at Key Stage 5**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Strategies** | **Cost Implications** | **Evaluation Strategies** |
| **Self Esteem** | * Resilience training to help to maintain high aspirations at a time of personal crisis
* E-mentoring with current undergraduates (subject and interest match)
* E-mentoring with local employees (subject and interest match)
* Good facilities for supported self-study
* Personalised study programmes
 | * Low
* Low
* Low
* Low
* Low
 | * Retention from year 12 to 13 improved
* Student voice
* Student voice
* Attendance registers
* Retention rates and outcomes
 |
| **Achievement** | * Teach subject specific literacy and numeracy.
* Subject specific residential stays to widen and enthuse love of subject
* Support to achieve level 2 GCSE maths and English
* Curriculum offer allows students to take ‘facilitating’ subjects: maths and further maths; physics; biology; chemistry; history; geography; modern and classical languages; and English literature.
* 2-1-2 pick & mix personalised curriculum offer- combination of school, employment & training according to student aspirations for progression.
* KCC Assisted Apprenticeship scheme to support vulnerable level 2 learners into employment and training
 | * Low
* Medium
* Medium
* Low
* Medium
* Low
 | * All students achieve level 2
* Retention rates and outcomes
* GCSEs achieved
* Curriculum match improves retention rates
* Attendance at each of the three elements
* Apprenticeships taken up
 |
| **Aspirations** | * Systematically sharing data with post 16 education and training providers to support young people who are ‘at risk’ of non-participation as well as those who drop out of education.
* Encourage to apply for university – trips/interview support where necessary
 | * Low
* Medium
 | * Retention rates
* Improved rates of PP students attending university
 |

**Good Practice in Pupil Referral Units**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Strategies** | **Cost Implications** | **Evaluation Strategies** |
| **Self Esteem** | * All pupils given free hot meal at lunch from designed menu - good nutrition leads to better retention and energy levels
 | * Medium - one staff member to prepare meals for pupils and ingredients
 | * Attendance and achievement monitored
 |
| * Pupils identified as needing new clothes given opportunity to go with senior staff member to shop - enables P.E lessons and pupil to feel comfortable at school
 | * Low
 | * Attendance and increase in subjects taken
 |
| * ‘Calming the Warrior’ - specific training course designed to build self esteem and relaxation with martial arts.
 | * Medium - two staff members to accompany group and trainer
 | * Certificate for course completed, impact on wider learning tracked
 |
| **Achievement** | * High staff levels maintained - sessions take place predominantly at 1-1
 | * High
 | * Exams taken and passed
 |
| * VLE environment being set up so pupils can access work in and out of school
 | * High
 | * Use of VLE outside of school hours and number of exams passed
 |
| * High level of staff CPD in all areas of SEN, safeguarding and best practise.
 | * High
 | * Rigorous staff monitoring - range of observations and support structures
 |
| * Gym memberships and equipment bought to aid sports qualifications and provide timeout opportunities.
 | * Medium
 | * Increase in sports qualifications taken and decrease in daily incidents
 |
| * Subscription to on-line functional skills system (e.g. bksb).
 | * Medium
 | * Improving functional skills levels every two terms
 |
| **Aspirations** | * After school classes for parents set up - pupils can see parents taking interest in education
 | * Low
 | * Parent/carer contacts to be monitored alongside pupil engagement and attendance
 |
| * Allotment rented for pupils to tend and work on as part of ‘next step’ work and vocational qualifications
 | * Low
 | * Increase in vocational qualifications taken and achieved
 |

**Good Practice in Special Schools**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Strategies** | **Cost Implications** | **Evaluation Strategies** |
| **Self Esteem** | * Transition coordinators to work on students on resilience to change and the concept of ‘moving on’ – available to parents, carers and students
* Engagement in creativity, risk taking and experimentation
* Student Champions who facilitate changes by accompanying to interviews, being available to troubleshoot and champion the student with providers other than the host school
 | * Medium
* Low
* Medium
 | * Student voice reports students feel supported
* Student outcomes in creative pursuits
* Students go on to next stage in education/employment. No ‘NEET’ figures recorded
 |
| **Achievement** | * Improve parental engagement with their child’s school, and their learning and progress by holding focussed conversations
* Use a “2-1-2” pick and mix model enabling the school to commission a personalised progression pathway for students aged 14-24. This could include literacy/numeracy/life skills with the host school, additional qualifications at college, mainstream school r with a training provider and high quality work experience. This should focus on student aspiration and progress
 | * Low
* High
 | * Parental engagement improves
* Retention rates improve
 |
| **Aspirations** | * Ensure that adults working with SEND always have high aspirations for those children and that the children themselves have high aspirations for their own futures
* High quality and consistent work experience opportunities referenced to student aspirations
* High quality CEAG focussing on a realistic evaluation of what I can do, not what I can’t
* Focussed conversations with parents/carers building n long-term aims and aspirations from year 9
 | * Low
* Low
* Low
* Low
 | * Outcomes improve
* Work experience attended
* All students progress to next steps
* Appropriate KS4 and KS5 courses sourced
 |