

# Achievement for All Young People in Hillingdon (AfA) Programme

## Secondary / Post-16

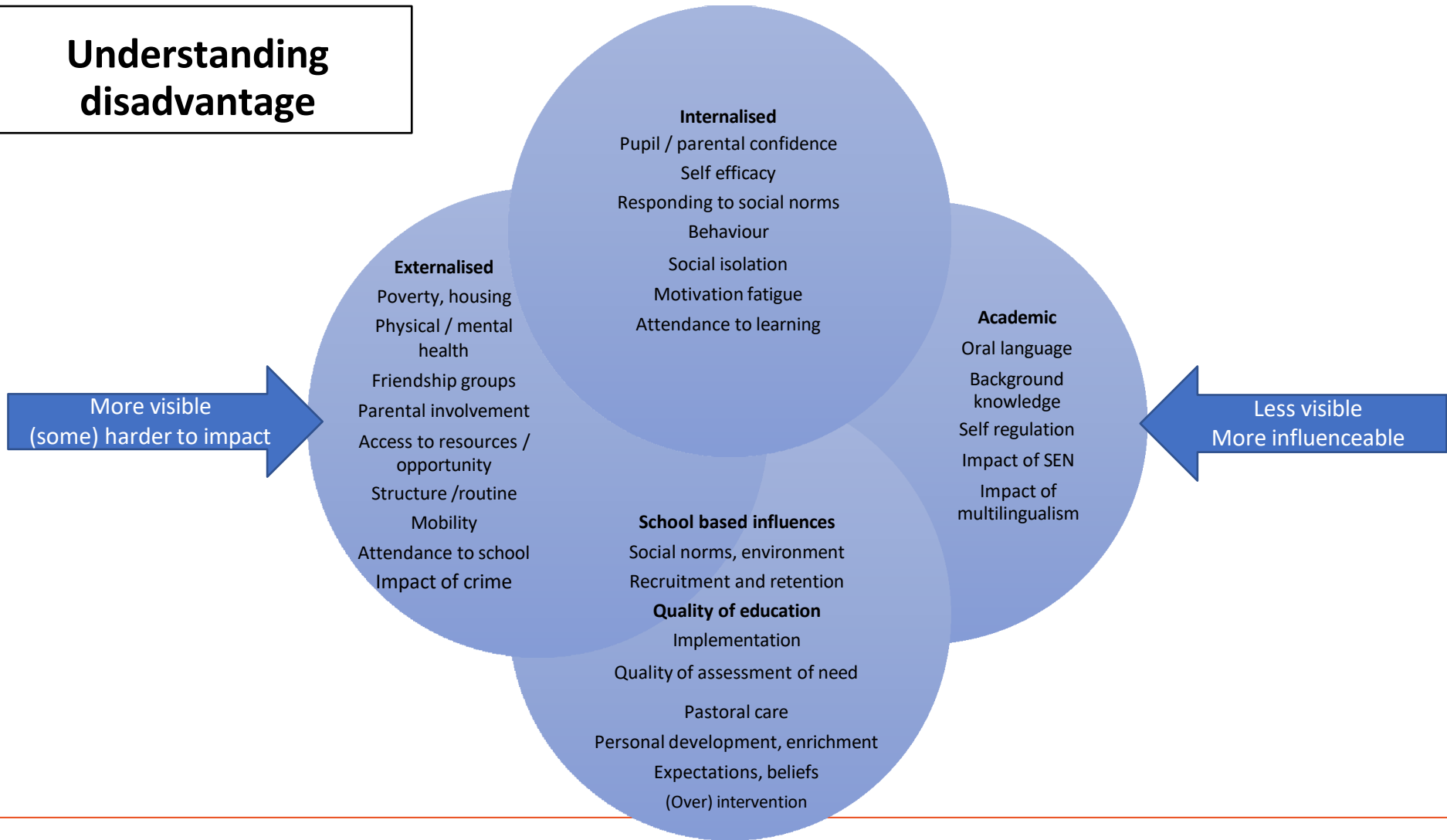
## Session 1- Barnhill School



# Session 1: Identifying potential risks to achievement, building a pupil profile and tracking progress

1. Welcome and Introductions
2. Bishopshalt Presentation – Liam McGillicuddy  
Break
3. Coachbright EEF Research Opportunity
4. KS2-3 Transition
5. Next Steps

# Understanding disadvantage



# How

Review – identify – address

Collaborate

Share practice  
Explore what works  
Apply and review impact

Manageable  
Practical  
Evidence based  
Supportive

# The EEF Guide to the Pupil Premium

## The tiered approach to Pupil Premium spending

### High quality teaching

Developing high quality teaching, assessment and a broad and balanced, knowledge-based curriculum that responds to the needs of pupils

Professional development to support the implementation of evidence-based approaches

Mentoring and coaching for teachers

Recruitment and retention of teaching staff

Technology and other resources to support high quality teaching and learning



### Targeted academic support

One to one, small group or peer academic tuition

Targeted interventions to support language development, literacy and numeracy

Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND

Teaching assistant deployment and interventions

Extended school time, including summer schools

### Wider strategies

Supporting pupils' social, emotional, and behavioural needs

Supporting attendance

Extracurricular activities

Breakfast clubs and meal provision

Communicating with, and supporting, parents



For further support and resources search "EEF Pupil Premium"

# Pupil Premium Analysis

- 13 primaries
- 5 secondaries
- 3 Infant and Nursery Schools

Pupil Premium Checklist:

- Part A: Pupil premium strategy plan(statement of intent, challenges, intended outcomes, activity in this academic year)**
- Part B: Review of the previous year?(outcomes for disadvantaged pupils and pupil premium funding)**

Thematic analysis to support identification of challenges (categorised them into broad themes)



## Top 3 themes (Primary and Secondary)

### Top 3 themes Nursery/Infant schools:

Theme	% schools
Attendance	100%
Social and Emotional Wellbeing	66%
Low starting points on entry to EYFS	66%

### Top 3 themes primary:

Theme	% schools
Attendance	69%
Maths	54%
=Literacy =Parental Engagement	46%

### Top 3 themes secondary:

Theme	% schools
Attendance	80%
Low aspirations	80%
Entry to Y7 below age related expectations	60%

# Pupil Premium Strategy analysis: *key findings*



In general, schools articulate the intention to be inclusive and to prioritise high quality teaching.

Overall, the number and scale of challenges articulated was broadly appropriate - fits with the principle of doing fewer things well



# Pupil Premium Strategy analysis: *key findings*

- Expenditure doesn't always mirror the tiered approach.
- It is crucial to ensure that the largest amount of money is spent on high quality teaching.

**School A: 41% pupil premium**

*Teaching: 9%*

*Targeted academic support: 27%*

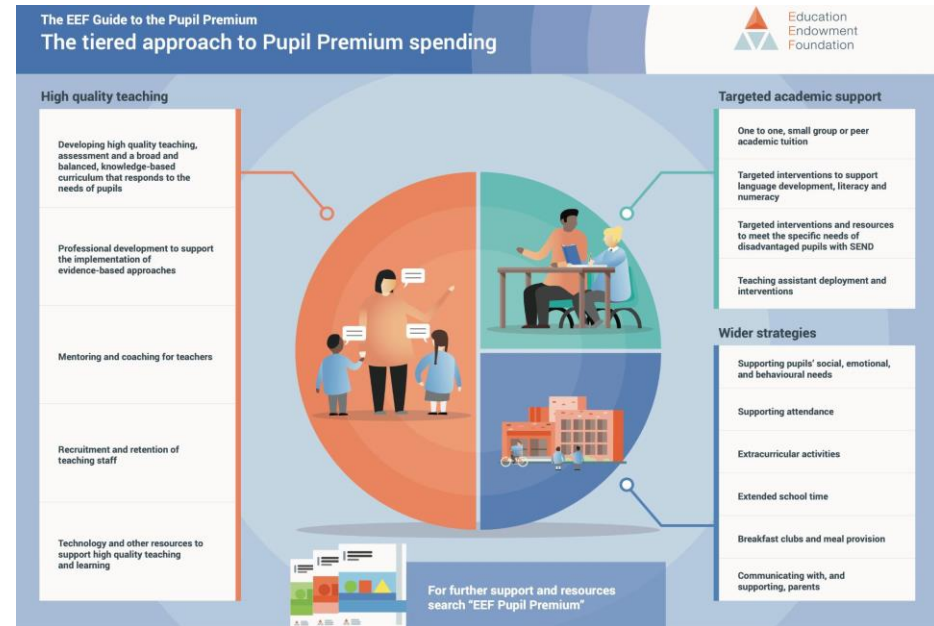
*Wider strategies: 61%*

**School B: 24% pupil premium**

*Teaching: 20%*

*Targeted academic support 63%*

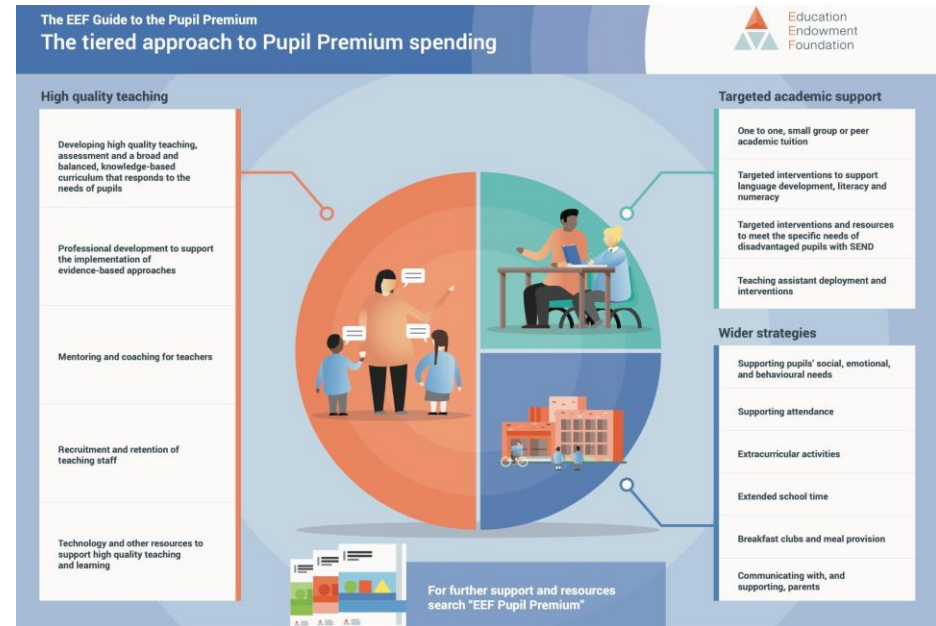
*Wider strategies 17%*



# Pupil Premium Strategy analysis: *key findings*

In addition, money allocated to Quality First Teaching is often not for activities that will improve Quality First Teaching e.g

- specialist teacher for an intervention,
- funding the music programme
- additional support staff
- smaller class sizes.

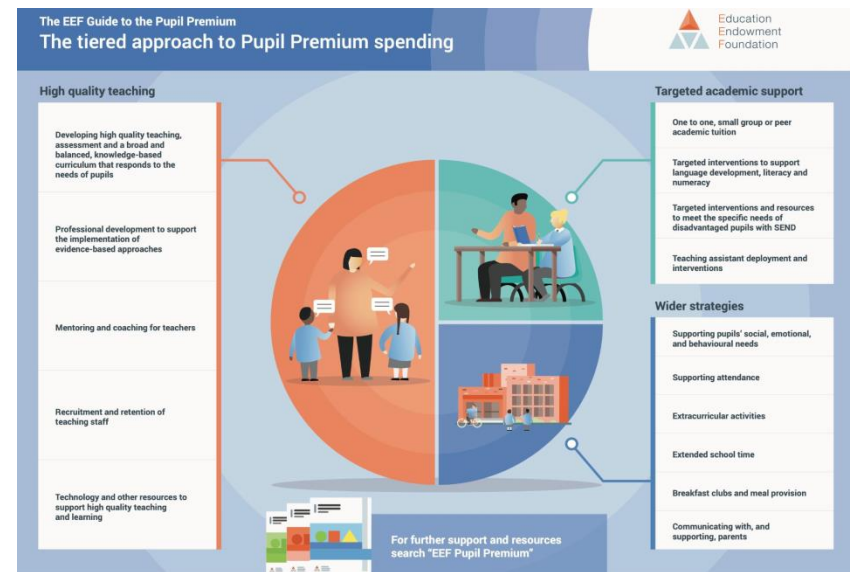


# Pupil Premium Strategy analysis: *key findings*

Whilst schools articulate the intention to be inclusive and to prioritise high quality teaching, few of the associated activities are specific to where the evidence tells we have a strong impact

- Feedback
- Metacognition
- Adaptive Teaching strategies

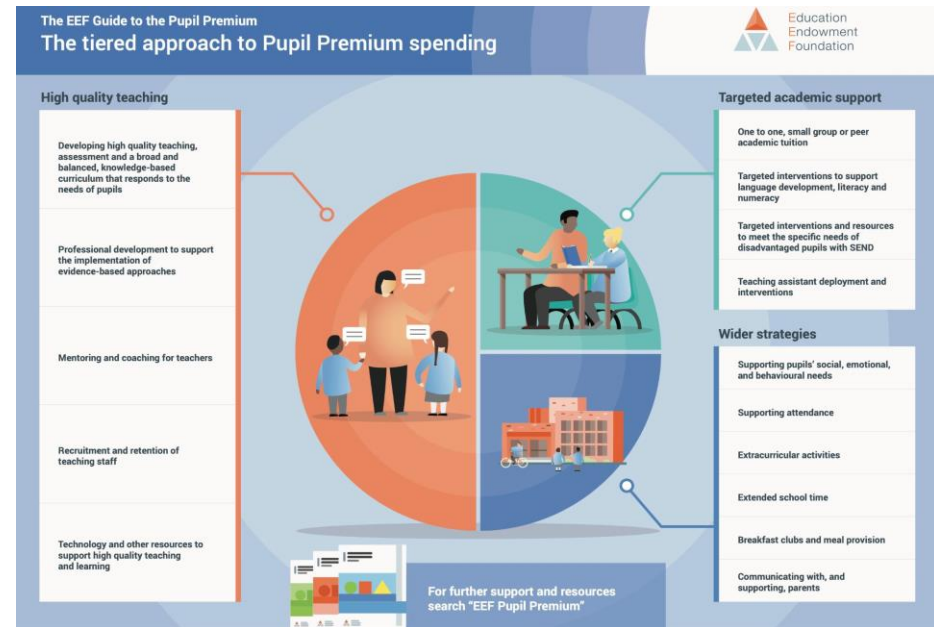
*(each featured in 2 activities out of 31 sampled statements)*



# Pupil Premium Strategy analysis: *key findings*

- Statements could demonstrate much more specificity in defining the challenges unique to the communities they serve. Our average rating on this was between red and amber
- In our sample, challenges were rarely framed positively to support community and school relationships

“Our data and lesson observations suggest many lower attaining/SEND disadvantaged pupils find it challenging to access certain components of the curriculum. The disadvantaged/SEND students receive a higher number of consequences for not completing homework in relation to their non-disadvantaged peers. Data analysis would suggest a lack of motivation and understanding were the reasons for the completion of homework or tasks”



# KS2-3 Transition

Work in pairs or as a three and discuss each of the below questions

1. What information would you want to receive from a primary school to support a pupils transition?
2. What does your school do o reach out to primary schools when transitioning pupils are due to arrive in your school?

Join menti.com (code 7438 2797) and 'rate' the transition information you receive out of 5.

# Coachbright Peer to Peer Mentoring

[coachbright.org/eef](http://coachbright.org/eef)

Words into Actions – Summer Term

- Writing an effective Pupil Premium Strategy that leads to impact.

# Thank You!

Join menti.com (code 7438 2797) and provide your views on what we should focus on next!



[www.hillingdon.gov.uk](http://www.hillingdon.gov.uk)