Kibworth CE Primary School

A journey of discovery, faith, friendship and learning

Research Project 2017

Pupil Premium Leader : Danielle Marks

Research Question and origin of enquiry.

What is the best use of the Pupil Premium Grant at Kibworth CE Primary School for 2015-2017?

Key points leading to the enquiry

- 4 classes of pupils at 38 / 39 per class in 2015

- Teaching and Learning very good but not all classes consistently feeding back to a high enough standard

- Little evidence of pupils responding to learning

- Introduction of the mastery curriculum

- School wanting to become more 'learning focused'

- Needing to build in more emotional support and resources for children

Overview of Kibworth CE Primary School

Kibworth CE Primary School is a three form primary school in a large village in South Leicestershire. In the last five years, it has grown from two to three form due to a large housing estate which has been built and which continues to be extended. Current numbers stand at 560 pupils, though there is capacity for the number on roll to be 630 pupils. The increase in classes has led to school having several building projects over the last five years, with the most recent projects of a new Year 6 block of classrooms, an extension to the school hall and extended reception, office and front of school being completed in late 20016.

Kibworth CE Primary School is the lead school in Affinity Teaching School and became a teaching school alliance in cohort one of the teaching school system in 2012. In 2013, it also became an academy converter, becoming the first school in the Discovery Schools Academy Trust, of which now has 15 schools.

The school is predominantly White British, with a very small percentage of pupils with English as an Additional Language (EAL). In 2016, 12% are in receipt of the Pupil Premium Grant (PPG) and 5 % in receipt of Free School Meals (FSM). The percentage of pupils with Special Educational Needs and Disabilities (SEND) is 5% and attendance is well above the national average although the catchment is changing and there are more children arriving with significant needs than previously.

The school's Headteacher is also the director of Affinity Teaching School, is a SIAMS inspector and a National Leader for Education (NLE) providing leadership support to other schools. Supporting the Headteacher are a non teaching Deputy Headteacher, responsible for EYFS and Key Stage 1; an Assistant Headteacher responsible for curriculum, assessment and Key Stage 2 alongside a 3 day teaching commitment and a part time non teaching Assistant Headteacher, responsible for SEND, Pupil Premium and vulnerable children; she also works as a senior leader for education (SLE) in the teaching school alliance.

The teaching team is strong though many teachers are in their early stages of teaching. There are 21 classes, and 27 teachers. Two teachers have recently completed the National Qualification for Middle leadership (NPQML), two further teachers are on the programme and one teacher is on the National Qualification for Senior Leadership programme (NPQSL). In addition to the Headteacher, one teacher has completed the National Professional Qualification for Headship programme (NPQH). There is a strong physical education (PE) team of sports coaches led by a full time sports teacher. The number of teaching assistants is lower than many other schools and is also the lowest in the academy trust.

The school holds a number of awards and accreditations, including 'Arts Mark - Gold,' 'Food for Life - Silver,' 'Primary Science Award - Gold' and 'ICT Accreditation Mark.'

Overview of Attainment at Kibworth CE Primary School - 2016 Summer Term data

ALL PUPILS

Year 1 Phonics	**96 %**

	Combined RWM	Reading	Writing	Maths
KS 1	74%	91%	82%	86%
KS 2	74%	86%	89%	80%

Contextual Information for Pupil Premium

In 2016-2017 (November), there are 52 pupils currently in receipt of Pupil Premium funding (£1,320 per pupil) ; this is 12% of the school and secures £89,700 of funding into the school budget. Included in this figure are pupils who we are in receipt Pupil Premium Plus funding for (£1,900) and pupils whose parents serve in the armed forces ; we receive £250 for per pupil.

Pupil Premium Numbers and Percentages by year group 2016 - 2017:

	FS	Y1	Y2	Y3	Y4	Y5	Y6
No of pupils	**1**	**5**	**4**	**6**	**9**	**18**	**11**
Percentage of year group	**1%**	**6%**	**4%**	**8%**	**11%**	**23%**	**14%**

Raise Online data shows a decline in the numbers of pupils known to be eligible for Free School Meals (FSM) and therefore Pupil Premium Funding and also a significant difference compared to national figures. In 2016, there are currently 26 pupils in receipt of FSM.

	2013	2014	2015	2016
School %	15.5	16.4	14.0	4.4
National %	26.7	26.6	26.0	

Reasons for this could be partly due to the introduction of Universal Free School Meals to Key Stage One (KS1) since September 2014 and therefore less urgency by parents to claim for FSM in KS1.

However, there are a larger number who we feel should be claiming FSM and this group are now to be tracked in a group called 'perceived FSM/PPG.'

What is the attainment gap between disadvantaged and non-disadvantaged pupils?

	ALL	Disadvantaged	National
Year 1 Phonics	96 %	75 %	81 %

ALL PUPILS - KS 1

	Combined RWM	Reading	Writing	Maths
KS 1	74%	91%	82%	86%

DISADVANTAGED PUPILS - KS 1

	Combined RWM	Reading	Writing	Maths
KS 1	67%	100%	86%	71%

NATIONAL ALL - KS1

	Combined RWM	Reading	Writing	Maths
KS 1	60%	74%	65%	73%

ALL PUPILS - KS 2

	Combined RWM	Reading	Writing	Maths
KS 2	74%	86%	89%	80%

DISADVANTAGED PUPILS - KS 2

	Combined RWM	Reading	Writing	Maths
KS 2	57%	71%	79%	71%

NATIONAL ALL - KS2

	Combined RWM	Reading	Writing	Maths
KS 1	53%	66%	74%	70%

Attainment Summary

Attainment is very high at Kibworth CE Primary School. In comparison to their peers, although disadvantaged pupils do not do as well, in every area except KS1 mathematics, disadvantaged pupils exceed all pupils nationally and this must be celebrated.

METHOD and KEY READING

What is being done to close the gap?

The Senior Leadership Team, staff and governors remain committed to closing the attainment gap and have worked together to evaluate research in what works to raise standards and close the gap.

The Sutton Trust Teaching and Learning Toolkit, (Education and Endowment Fund), have investigated and produced research against 34 intervention strategies, and shown their effect according to months of education gain and in relation to cost of the intervention strategy.

Overview of the toolkit

Intervention	Cost	Months gain
Arts participation	££	+2
Aspiration interventions	£££	0
Behaviour interventions	£££	+4
Block scheduling	£	0
Collaborative learning	£	+5
Digital technology	£££	+4
Early years intervention	£££££	+5
Extending school time	£££	+2
Feedback	**£**	**+8**
Homework (primary)	£	+2
Homework (secondary)	£	+5
Individualised instruction	£	+2
Learning styles	£	+2
Mastery learning	**£**	**+5**
Mentoring	£££	+1
Meta-cognition and self regulation	**£**	**+8**
One to one tuition	**££££**	**+5**
Oral language interventions	£	+5
Outdoor adventure learning	£££	+3
Parental involvement	£££	+3
Peer tutoring	£	+5
Performance pay	££	0
Phonics	£	+4
Physical environment	££	0
Reading comprehension strategies	£	+5
Reducing class size	**£££££**	**+3**
Repeating a year	£££££	-4
School uniform	£	0
Setting or streaming	£	-1
Small group tuition	£££	+4
Social and emotional learning	**£££**	**+4**
Sports participation	£££	+2
Summer schools	£££	+2
Teaching assistants	££££	+1

https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit

How has the Toolkit impacted on pupils at Kibworth CE Primary School?

Highlighted in red are three intervention strategies that were identified as low cost with the highest gain in number of months of educational gain.

They are:

- Feedback (+8 months gain)
- Mastery learning (+ 5 months gain)
- Meta-cognition and self regulation (+ 8 months gain)

Highlighted in purple are three intervention strategies that were identified as very high cost with medium to high gain in number of months of educational gain.

They are:

- One to one tuition
- Reducing class size
- Social and emotional aspects of learning

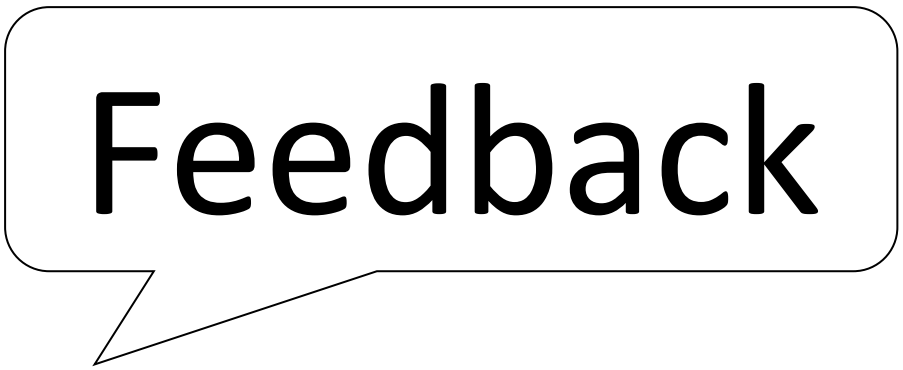
This research is further supported by Professor John Hattie (education researcher), who talks about a 'table of effect sizes', as explained below.

Hattie says ‘effect sizes' are the best way of answering the question ‘what has the greatest influence on student learning?'. An effect-size of 1.0 is typically associated with:

• advancing learners' achievement by one year, or improving the rate of learning by 50%
• a correlation between some variable (e.g., amount of homework) and achievement of approximately .50
• A two grade leap in GCSE, e.g. from a C to an A grade
An effect size of 1.0 is clearly enormous! (It is defined as an increase of one standard deviation)

http://www.teacherstoolbox.co.uk/T_effect_sizes.html

How have the interventions identified been implemented at Kibworth CE Primary School and to what impact have they had on disadvantaged pupils?



What does the Sutton Trust say about feedback? **+ 8 months gain**

High impact for very low cost, based on moderate evidence.

"Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in students' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. It can be about the learning activity itself, about the process of activity, about the student's management of their learning or self-regulation or (the least effective) about them as individuals. This feedback can be verbal, written, or can be given through tests or via digital technology. It can come from a teacher or someone taking a teaching role, or from peers.

How effective is it?

Feedback studies tend to show very high effects on learning. However, it also has a very high range of effects and some studies show that feedback can have negative effects and make things worse. It is therefore important to understand the potential benefits and the possible limitations of the approach. In general, research-based approaches that explicitly aim to provide feedback to learners, such as Bloom's 'mastery learning', also tend to have a positive impact. Feedback has effects on all types of learning across all age groups. Research in schools has focused particularly on English, mathematics and, to a lesser extent, science.

What should I consider? Before you implement this strategy in your learning environment, consider the following:

1. Providing effective feedback is challenging. Research suggests that it should be specific, accurate and clear (e.g. "It was good because you..." rather than just "correct"); compare what a learner is doing right now with what they have done

wrong before (e.g. “I can see you were focused on improving X as it is much better than last time’s Y…”); encourage and support further effort and be given sparingly s that it is meaningful; provide specific guidance on how to improve and not just tell students when they are wrong; and be supported with effective professional development for teachers. 2. Wider research suggests the feedback should be about complex or challenging tasks or goals as this is likely to emphasise the importance of effort and perseverance as well as be more valued by the pupils. Feedback can come from other peers as well as adults (see Peer tutoring). 3. Have you considered the challenge of implementing feedback effectively and consistently? 4. What professional development requirements are likely to be necessary for success? "

What does Professor John Hattie say about feedback?

Influence	Effect Size	Source of Influence
Feedback	1.13	Teacher

Hattie has made clear that ‘feedback' includes telling students what they have done well (positive reinforcement), and what they need to do to improve (corrective work, targets etc), but it also includes clarifying goals. This means that giving students assessment criteria for example would be included in ‘feedback'. This may seem odd, but high quality feedback is always given against explicit criteria, and so these would be included in ‘feedback' experiments.

As well as feedback on the task, Hattie believes that students can get feedback on the processes they have used to complete the task, and on their ability to self-regulate their own learning. All these have the capacity to increase achievement. Feedback on the ‘self' such as ‘well done you are good at this' is not helpful. The feedback must be informative rather than evaluative.

(http://www.teacherstoolbox.co.uk/T_effect_sizes.html)

What Kibworth CE Primary did to improve feedback to improve children's engagement in their own learning...

Becoming a 'Looking for Learning' school

- review of feedback policy
- introduction of whole school successful learning grids - these are slightly adapted according to age and lesson but all based on the same idea
- Pupils making reflection comments and responding to feedback - pupils use purple pen to do this.

What do the pupils think?

Successful Learning Grids... if you gave yourself red or orange then you know you have got better when you change to green.

Holland Y3

I like making reflections about what I have done.

Mia Y3

The teacher writes their comments on the successful learning grid and it is good as you can see if they match yours.

Max Y3

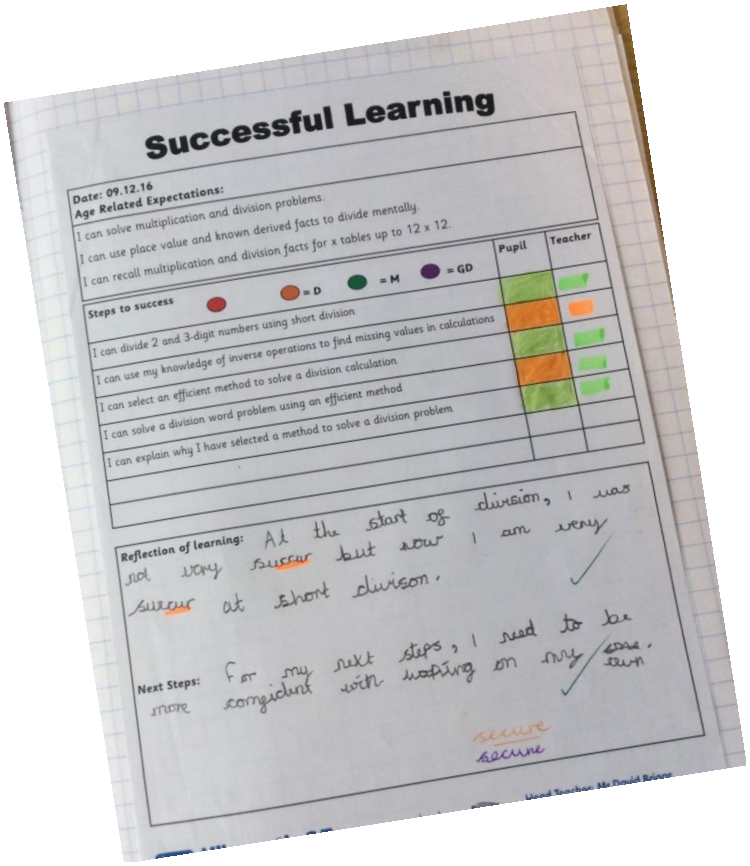
When we respond to the marking in purple pen, it gives me a chance to think about it more. It helps me.

Carrie Y3

I do my pre assessment at the start of the unit then at the end to see how I've done.

Holland Y3

Examples of Y4 pupils' feedback at Kibworth CE Primary School.



Successful Learning

Date: 09.12.16
Age Related Expectations:
I can solve multiplication and division problems.
I can use place value and known derived facts to divide mentally.
I can recall multiplication and division facts for x tables up to 12 x 12.

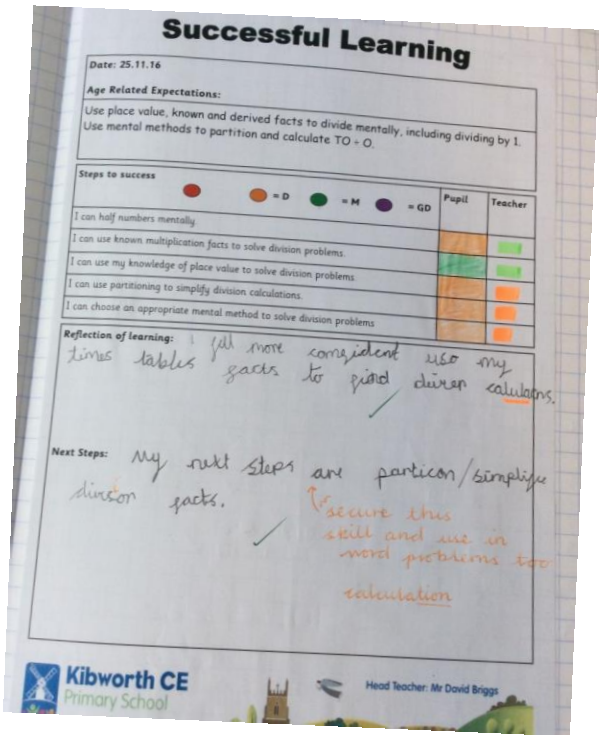
Steps to success	= D	= M	= GD	Pupil	Teacher
I can divide 2 and 3-digit numbers using short division					
I can use my knowledge of inverse operations to find missing values in calculations					
I can select an efficient method to solve a division calculation					
I can solve a division word problem using an efficient method					
I can explain why I have selected a method to solve a division problem					

Reflection of learning: At the start of division, I was not very succes but now I am very succes at short divison.

Next Steps: For my next steps, I need to be more confident with moving on my own.

secure
secure

Head Teacher: Mr David Briggs



Successful Learning

Date: 25.11.16
Age Related Expectations:
Use place value, known and derived facts to divide mentally, including dividing by 1.
Use mental methods to partition and calculate TO ÷ O.

Steps to success	= D	= M	= GD	Pupil	Teacher
I can half numbers mentally.					
I can use known multiplication facts to solve division problems.					
I can use my knowledge of place value to solve division problems.					
I can use partitioning to simplify division calculations.					
I can choose an appropriate mental method to solve division problems					

Reflection of learning: I fell more confident use my times tables facts to find diver calulatns.

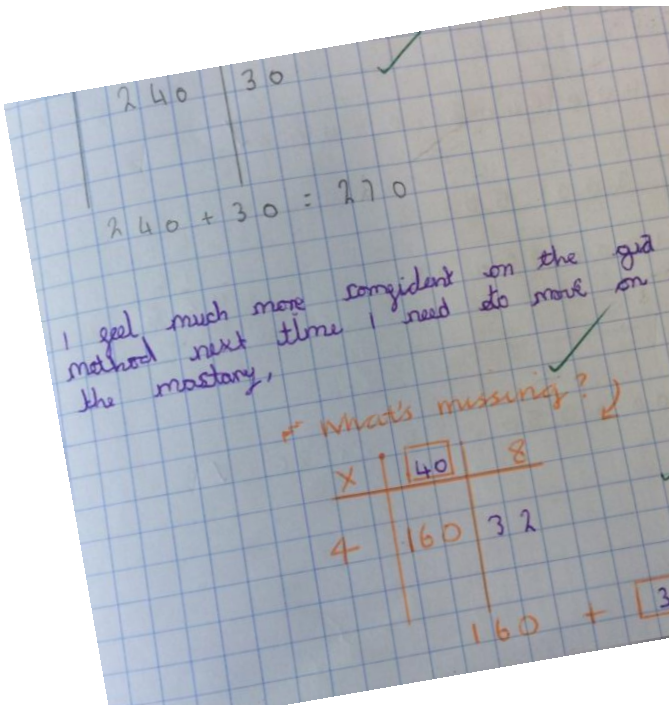
Next Steps: My next steps are partican/simplify divison facts.

secure this still and use in word problems too

calculation

Kibworth CE Primary School

Head Teacher: Mr David Briggs



240 | 30

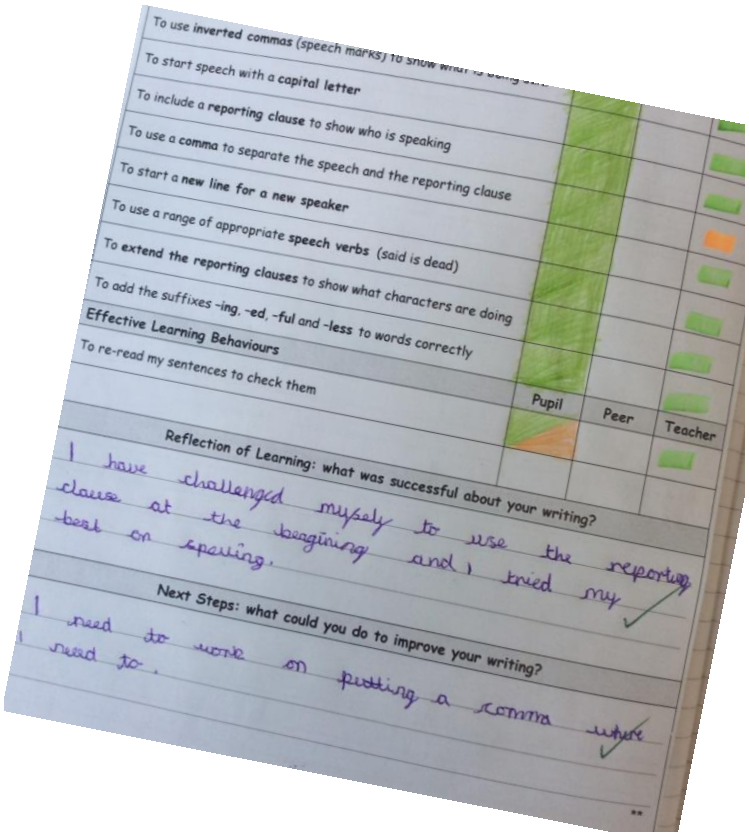
240 ÷ 30 = 270

I feel much more confident on the grid method next time I need to move on the mastary.

What's missing?

×	40	8
4	160	32

160 + [3]



To use inverted commas (speech marks) to show when s[illegible]
To start speech with a capital letter
To include a reporting clause to show who is speaking
To use a comma to separate the speech and the reporting clause
To start a new line for a new speaker
To use a range of appropriate speech verbs (said is dead)
To extend the reporting clauses to show what characters are doing
To add the suffixes -ing, -ed, -ful and -less to words correctly
Effective Learning Behaviours
To re-read my sentences to check them

	Pupil	Peer	Teacher

Reflection of Learning: what was successful about your writing?

I have challenged mysely to use the reporting clause at the beagining and I tried my best on spaving.

Next Steps: what could you do to improve your writing?

I need to work on putting a comma where I need to.

Impact - percentage for each year group on track to meet ARE and greater depth and % of PP

Year 1 Autumn term

Total Pupils	78	Reading		Writing		Maths	
% per child	1.28%	Number	%	Number	%	Number	%
Cohort	%EX + above	67	86%	64	82%	68	87%
	Bel	0		0		0	
	Dev	11		14		10	
	Exp	41		48		46	
	GD	26	33%	16	21%	22	28%

		Reading		Writing		Maths	
Total Pupils	8	Number	%	Number	%	Number	%
Pupil Premium	%EX + above	5	63%	3	38%	6	75%
	Bel	0		0		0	
	Dev	3		5		2	
	Exp	3		1		5	
	GD	2	25%	2	25%	1	13%

Year 2 Autumn term

Total Pupils	93	Reading		Writing		Maths	
% per child	1.08%	Number	%	Number	%	Number	%
Cohort	%EX + above	78	84%	76	82%	77	83%
	Bel	5		6		6	
	Dev	10		11		10	
	Exp	57		58		55	
	GD	21	23%	18	19%	22	24%

		Reading		Writing		Maths	
Total Pupils	5	Number	%	Number	%	Number	%
Pupil Premium	%EX + above	3	60%	3	60%	3	60%
	Bel	2		2		2	
	Dev	0		0		0	
	Exp	3		3		2	
	GD	0	0%	0	0%	1	20%

Year 3 Autumn term

Total Pupils	76	Reading		Writing		Maths	
% per child	1.32%	Number	%	Number	%	Number	%
Cohort	%EX + above	60	79%	60	79%	59	78%
	Bel	2		2		2	
	Dev	12		14		14	
	Exp	44		44		48	
	GD	16	21%	16	21%	11	14%

Total Pupils	6	Number	%	Number	%	Number	%
Pupil Premium	%EX + above	6	100%	5	83%	5	83%
	Bel	1		1		1	
	Dev	0		1		1	
	Exp	4		2		4	
	GD	2	33%	3	50%	1	17%

Year 4 Autumn term

Total Pupils	81	Reading		Writing		Maths	
% per child	1.23%	Number	%	Number	%	Number	%
Cohort	%EX + above	74	91%	72	89%	75	93%
	Bel	1		2		1	
	Dev	9		10		8	
	Exp	41		42		43	
	GD	33	41%	30	37%	32	40%

		Reading		Writing		Maths	
Total Pupils	16	Number	%	Number	%	Number	%
Pupil Premium	%EX + above	9	56%	9	56%	10	63%
	Bel	0		1		1	
	Dev	2		1		0	
	Exp	5		6		7	
	GD	4	25%	3	19%	3	19%

Year 5 Autumn term

Total Pupils	79	Reading		Writing		Maths	
% per child	1.27%	Number	%	Number	%	Number	%
Cohort	%EX + above	66	84%	63	80%	66	84%
	Bel	5		8		3	
	Dev	6		7		8	
	Exp	32		34		37	
	GD	34	43%	29	37%	29	37%

Total Pupils	18	Number	%	Number	%	Number	%
Pupil Premium	%EX + above	15	83%	12	67%	12	67%
	Bel	3		3		4	
	Dev	0		0		0	
	Exp	9		7		7	
	GD	6	33%	5	28%	5	28%

Year 6 Spring term 2017

Total	76	% per child	1.32%

Overall

Reading	Number at	%
Expected +	65	87%
Greater Depth	27	36%

Writing	Number at	%
Expected +	63	84%
Greater Depth	23	30%

Maths	Number at	%
Expected +	64	86%
Greater Depth	28	37%

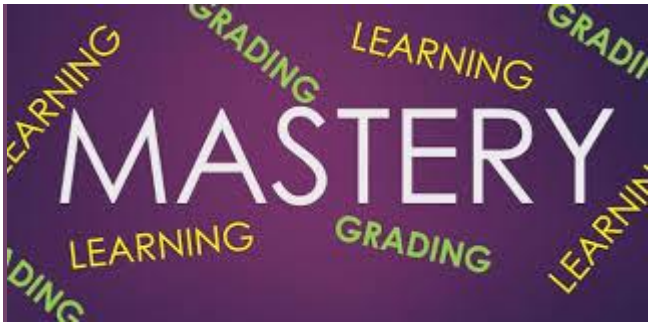
Pupil Premium

Total	11	% per child	9.09%

Reading	Number at	%
Expected +	8	73%
Greater Depth	4	36%

Writing	Number at	%
Expected +	8	73%
Greater Depth	2	18%

Maths	Number at	%
Expected +	8	73%
Greater Depth	4	36%



What does the Sutton Trust say about mastery learning?

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.

Students must demonstrate a high level of success on tests, typically at about the 80% level, before progressing to new content. Mastery learning can be contrasted with other approaches which require pupils to move through the curriculum at a pre-determined pace. Teachers seek to avoid unnecessary repetition by regularly assessing knowledge and skills. Those who do not reach the required level are provided with additional tuition, peer support, small group discussions, or homework so that they can reach the expected level.

How effective is it?

There are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress **over the course of a school year compared to traditional approaches. Unusually however, among the evidence reviewed in the Toolkit, the effects of mastery learning tend to cluster at two points with studies showing either little or no impact or an** impact of up to six months' gain. This clear split and wide variation implies that **making mastery learning work effectively is challenging.**

Mastery learning appears to be a promising strategy for narrowing the gap.

Mastery learning appears to be particularly effective when pupils work in groups or teams and take responsibility for supporting each other's progress (see also **Collaborative learning and Peer tutoring). It also appears to be important that a high level of success is set. Lower attaining pupils may gain more from this strategy than high attaining students, by as much as one or two months' progress, so mastery learning appears to be a promising strategy for narrowing the gap. However, it should be noted that teachers also need to plan carefully for how to manage the time of pupils who make progress more quickly.**

1.Overall, mastery learning is a learning strategy with good potential, particularly for low attaining students.

2. Implementing mastery learning effectively is not straightforward, however, requiring a number of complex components and a significant investment in terms of design and preparation.

3. Setting clear objectives and providing feedback from a variety of sources so that learners understand their progress appear to be key features of using mastery learning effectively. A high level of success, at least 80%, should be required before pupils move on.

4. Incorporating group and team approaches where pupils take responsibility for helping each other within mastery learning appears to be effective.

What Kibworth CE Primary did to improve mastery learning...

- Introduce learning tasks at the levels of 'developing,' 'mastering' and 'greater depth.'
- Pupils selecting their own level of work within 'developing, 'mastering' and 'greater depth' - all pupils this have the opportunity to move to greater depth. Pupils may one day start at mastering and another day start at developing. Never are pupils always doing developing work or always doing mastery work.
- Articulation of mastery learning through things other than lessons e.g worship.
- Teachers assessing pupils immediately after lessons in order to provide additional teaching and learning input on the same day. (Teacher or TA led).

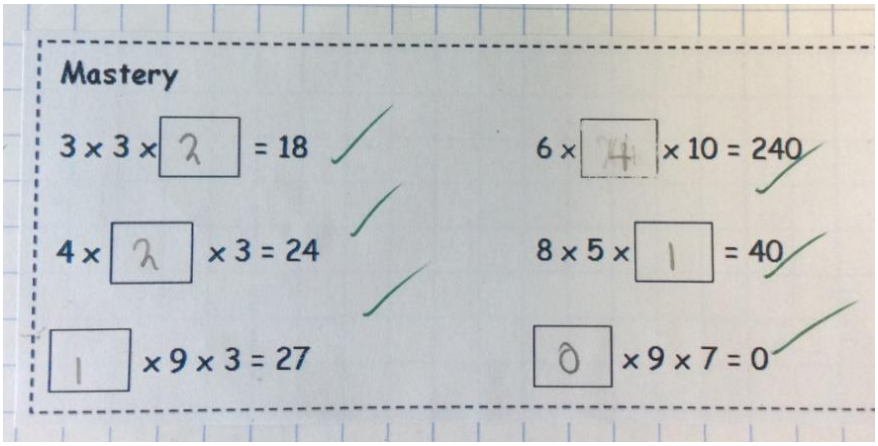
What do the pupils think about mastery learning?

It's good to know you've done mastery as then you have really mastered it!

I like to challenge myself to get to greater depth.

I really like the sheets we get which shows you if you are developing, mastery or greater dep
You can do

Examples of pupils' Y4 mastery learning in mathematics



Mastery

$3 \times 3 \times \boxed{2} = 18$ ✓

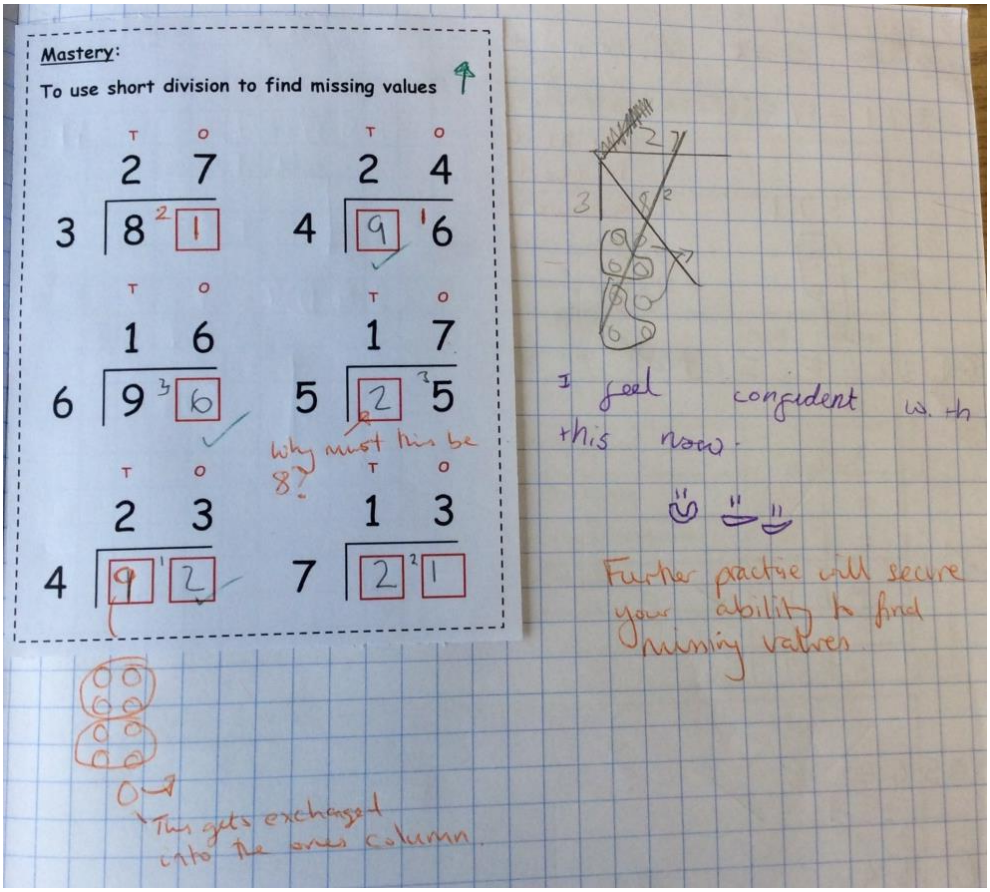
$4 \times \boxed{2} \times 3 = 24$ ✓

$\boxed{1} \times 9 \times 3 = 27$ ✓

$6 \times \boxed{4} \times 10 = 240$ ✓

$8 \times 5 \times \boxed{1} = 40$ ✓

$\boxed{0} \times 9 \times 7 = 0$ ✓



Mastery:

To use short division to find missing values

T	O
2	7

3 | 8 (2) 1

T	O
2	4

4 | 9 (1) 6

T	O
1	6

6 | 9 (3) 6 ✓

T	O
1	7

5 | 2 (3) 5

Why must this be 8?

T	O
2	3

4 | 9 (1) 2 ✓

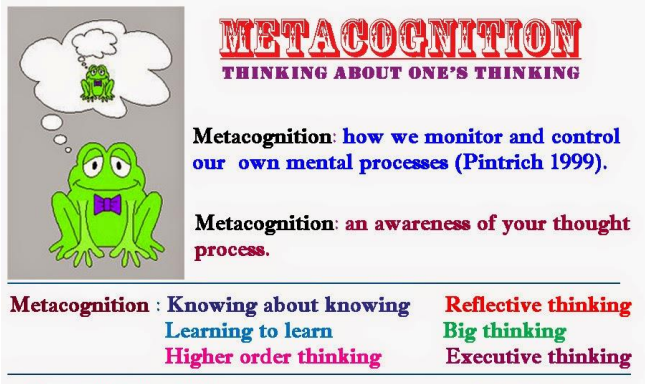
T	O
1	3

7 | 2 (2) 1

This gets exchanged into the ones column.

I feel confident with this now.

Further practise will secure your ability to find missing values



What does the Sutton Trust say about meta-cognition and self regulation?

Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and

evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.

How effective is it?

Meta-cognition and self-regulation approaches have consistently high levels of impact, with pupils making an average of eight months' additional progress. The evidence indicates that teaching these strategies can be particularly effective for low achieving and older pupils.

Meta-cognition and self-regulation approaches have consistently high levels of impact

These strategies are usually more effective when taught in collaborative groups so learners can support each other and make their thinking explicit through discussion.

The potential impact of these approaches is very high, but can be difficult to achieve as they require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed. There is no simple method or trick for this. It is possible to support pupils' work too much, so that they do not learn to monitor and manage their own learning but come to rely on the prompts and support from the teacher. "Scaffolding" provides a useful metaphor: a teacher would provide support when first introducing a pupil to a concept, then reduce the support to ensure that the pupil continues to manage their learning autonomously.

What Kibworth CE Primary did to improve meta cognition and self regulation...

- Introduction and embedding of 'Looking for Learning' - whole school approach to thinking about learning based around key vocabulary staff and pupils all use.
- Introduce and embed whole school learning behaviours
- Introduce and embed whole school Values including Values Passport

What do the pupils think about meta cognition (Looking for Learning) ?

Looking for Learning - I look at the words to help me with how I feel about my work.

Mia Y3

Looking for Learning helps me to get better at my learning.

Max Y3

I'm able to talk about what I learn better.

Greta Y4

Mostly, the work is at the right level.

If you're drowning in your work then the teacher will help you.

Looking for Learning around the school

One to One Tuition

What does the Sutton Trust say about one to one tuition ?

One to one tuition is where a teacher, teaching assistant or other adult gives a pupil intensive individual support.

How effective is it?

Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months' progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 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. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective compared to one to one. The variability in findings may suggest that the quality of teaching in one to one tuition or small groups is more important than the group size, emphasising the value of professional development for teachers.

Programmes involving teaching assistants or volunteers also 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.

1. One to one tuition is very effective in helping learners catch up, but is relatively expensive. Before you commit to one to one tuition, have you considered trialing intensive support groups of two or three and evaluating the impact?

2. Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons. Have you considered how you will support pupils and regular class teachers to ensure the impact is sustained once they return to normal classes?

3. Training is likely to be particularly beneficial when tuition is delivered by experienced and well-trained teaching assistants. What training and support have you provided?

What Kibworth CE Primary did to implement One to One Tuition...

- Used data to identify Pupil Premium children either underperforming or at risk of underperforming in either reading, writing or mathematics.
- Employed a part time teacher and some tutors to deliver individual and paired tuition to the above identified children in Key Stage 2 - predominantly Year 4 and Year 5.
- Released teachers to liaise with the tutors

What do the pupils think about One to One tuition ?

I think working with Mrs XXX is a great help. It is helping me a lot with my spelling, handwriting and reading.

- Kalum Y5

...when we used protractors, did squared numbers, angles and more, I understood how to do it (in class) because of the tuition.

Teddy Y5

Before I was in this group, I didn't really get most literacy lessons but now I understand conjunctions, relative clauses and fronted adverbials. My writing has got even better than before and I am nearly going to get my handwriting pen!

Logan Y5

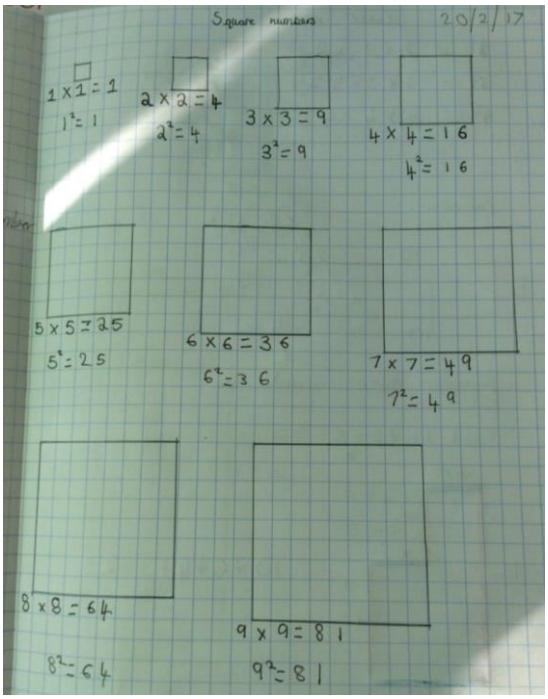
I think it is really helping me because I have maths after the session (tuition) and then I come back to my maths lesson and I get all of the answers correct.

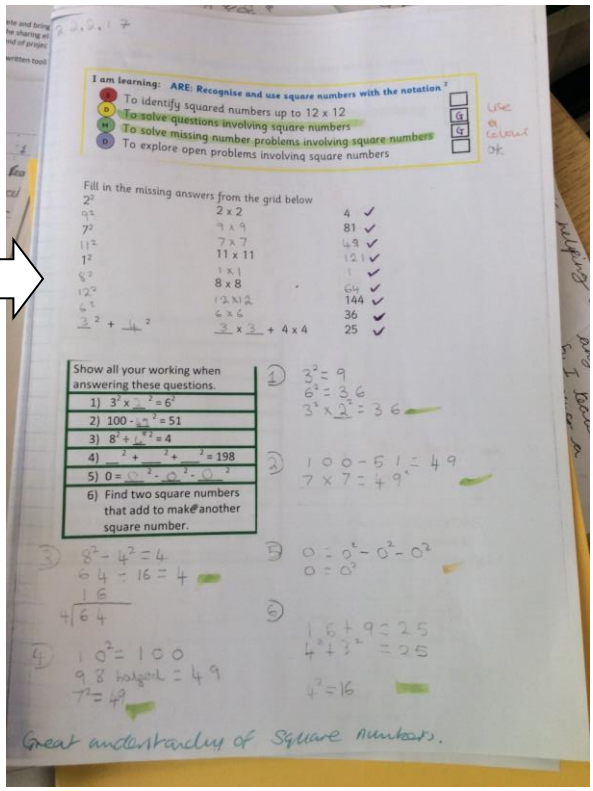
Izzy Y5

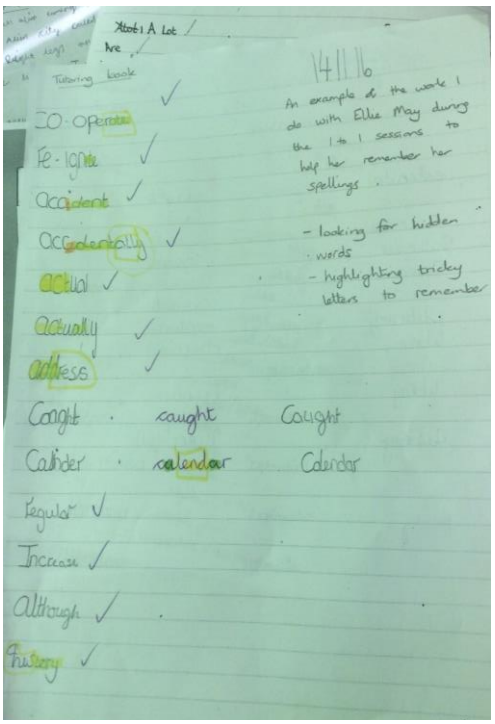
The tuition is helping me to understand things in maths which I hadn't got.

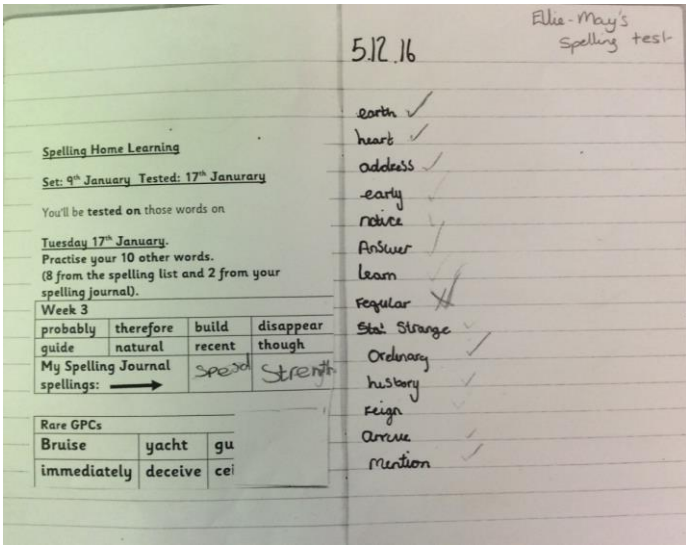
Greta Y4

What is the impact of one to one tuition in the classroom?









Reducing Class Size

What does the research say about reducing class size?

As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.

How effective is it?

Reducing class size appears to result in around 3 months additional progress for pupils, on average. Intuitively, it seems obvious that reducing the number of pupils in a class will improve the quality of teaching and learning, for example by increasing the amount of high quality feedback or one to one attention learners receive. However, overall the evidence does not show particularly large or clear effects, until class size is reduced substantially, such as to below 20 or even below 15 pupils. It appears to be very hard to achieve improvements from modest class size reductions above 20, for example from 30 to 25.

The key issue appears to be whether the reduction is large enough to permit the teacher to change their teaching approach when working with a smaller class and whether, as a result, the pupils change their learning behaviours. If no change occurs then, perhaps unsurprisingly, learning is unlikely to improve. When a change in teaching approach does accompany a class size reduction (which appears hard to achieve until classes are smaller than about 20) then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes. In some studies, these benefits persist for a number of years (from early primary school through to at least the end of primary school).

There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status.

Smaller class sizes may also provide more opportunities for teachers to develop new skills and approaches.

1. Small reductions in class size (for example, from 30 to 25 pupils) are unlikely to be cost-effective relative to other strategies.

2. Reducing class sizes for younger children may provide longer term benefits.

3. Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently. Have you considered how you will adjust your teaching strategies and what professional development will be required?

4. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. Have you considered how you will organise learning in smaller classes and how you will improve feedback to your pupils?

5. As an alternative to reducing class sizes, have you considered changing the way you deploy staff (both teachers and teaching assistants) so that teachers can work more intensively with smaller groups ?

What Kibworth CE Primary did to reduce class sizes and why...

Prior to using this strategy, the school had had two years of running with 4 very large classes. Year groups 3 and 5 had 38 / 39 pupils in each class. Whilst the school data did not show that these huge classes were impacting on children's learning, the work load was impacting significantly on the class teachers health and well being.

- Employed additional teachers
- Raised funding for new classrooms
- Long term strategy for building and development of the school environment including extending the school hall
- Held a meeting to explain to staff the strategy
- Held a meeting to explain to parents the strategy

What is the impact ?

- More teacher time with the children
- Reduced workload for some staff / Fairer workload for all teachers
- Parents have more confidence in smaller classes
- Consistent number of classes in each year group - this will stay the same

Social and Emotional Aspects of Learning

What does the research say?

Interventions which target social and emotional learning (SEL) seek to improve attainment by improving the social and emotional dimensions of learning, as opposed to 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: 1. Universal programmes which generally take place in the classroom; 2. More specialised programmes which are targeted at students with particular social or emotional problems; 3. School-level approaches to developing a positive school ethos which also aim to support greater engagement in learning.

In 2005, a national SEL programme was introduced to support effective learning, positive behaviour, attendance and emotional well-being, first in primary schools and then in secondary schools.

How effective is it?

On average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself (four months' additional progress on average).

Although SEL interventions almost always improve emotional or attitudinal outcomes, not all interventions are equally effective at raising attainment. Improvements appear more likely when 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 benefit disadvantaged or low-attaining pupils more than other pupils, though all pupils benefit on average.

1. Skills should be taught purposefully and explicitly linked to direct learning in schools, encouraging pupils to apply the skills they learn.
2. Teachers and other school staff can effectively support these approaches, particularly with appropriate professional development

3. How will you ensure that staff commit to supporting the programme and consistently apply the skills more widely in school?
4. Sensitive and targeted intervention may benefit at risk or more vulnerable pupils.
5. The impact on attainment of social and emotional aspects of learning is not found consistently, so it is important to evaluate the impact of any initiative. Have you considered how you will evaluate the impact of these approaches?

What Kibworth CE Primary did to promote social and emotional aspects of learning...

- Introduction of weekly class SEAL assemblies
- Whole school SEAL assemblies
- Invested in a new whole school PSHE scheme of work
- Trained a member of staff to be an ELSA (emotional literacy support assistant) and set aside 3 days per week in her job role for this.
- Investigating and beginning to set up 'Champions' - individual pupils to have a champion. This part of the project will be assisted and developed as part of colleague in another school's NPQH project.
- Invested in Fun & Families Training and running parenting groups - Fun and Families group at Kibworth Primary running in the Summer Term - pen to all but some families also specifically invited. Full take up and a positive start to the group.
- SENDCo done Solihull Approach Training
- Breakfast Club - daily - for a selected group of vulnerable pupils (Invitation only)

What is the impact?

It is vitally important that children can access this kind of support when needed to.

ELSA Parent Feedback

I really appreciate you investing some time in XXX's well-being.

ELSA Parent Feedback

Thank you for everything you have done. XXXX has really grown in confidence.

ELSA Parent Feedback

Champion Project

- 20 members of staff from across all roles in school (teachers, SLT, teaching assistants and office staff) using 30 minutes of time per week to 'Champion' one child each.
- Children were selected according to data , self esteem, confidence and well being issues. Most are Pupil Premium children.
- Pupil Premium leader working with local colleague as part of the NPQH project. Met with staff to explain the project.
- Baseline assessments done.
- Project running for the Summer term 2017

Project Conclusion and Key Summary

This project has been a longer term strategy at Kibworth CE Primary School. It has been about selecting from the research a few key strategies and then developing these over time. The project has been about embedding the strategies and building on them. They continue to be reviewed, developed and improved each term.

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