

Does 'Enhanced Feedback' improve the progress of pupil premium children?



Rational:

"Effective feedback" can boost learning by an extra nine months in an academic year. By effective feedback it means shifting fundamentally how teachers approach their work in the classroom - understanding where their pupils are in relation to learning goals, adapting their teaching in response, and planning how to plug the learning gaps.

Share aspects from
Literature review



Intentions:

- To have a direct and noticeable impact on progress of pupil premium children across the school (All PP children to meet their expected target for progress)
- To create a culture of enhanced feedback across the school
- To empower support staff- enabling them to make a difference to their PP children
- To make children feel the worth of their learning and help them to reflect on their feedback



Implementation:

- Introduce and embed a new whole school initiative of enhanced feedback
- Observe whether enhanced feedback has an impact on a child's ability to 'learn how to learn'
 - *Through looking at books, asking children and data
- To monitor and evaluate the progress of all pupil premium children across the school
- Staff CPD on feedback and its effectiveness (see attached CPD)



Outcomes:

- Staff CPD, meetings and feedback from them- share outcomes from meetings
- Examples of feedback- books
- Pictures/copies of examples
- Videos of children talking about feedback- share feedback from children

Progress & Data

NB- End of year data not yet collected, some will be based on predictions. This is also progress from previous years starting points, not attainment.

EYFS- All children are on track to make **expected progress**, two have made **more than expected** in all areas of learning

KS1:

Reading- All but one (SEND) are on track to make **expected progress**, one Y1 child has made **more than expected**

Writing- All children, apart from one (Y2 boy) are on track to make **expected progress**

Maths- All, apart from two children (*1 Y2 boy & 1 Y2 girl) are on track to make **expected progress**

*Both of these children have had a significantly difficult year due to family circumstances

KS2:

Reading: All, apart from one (*Y4 boy) are on track to make **expected progress**.

Writing: All, apart from two (*Y4 boys) are on track to make **expected progress**. Three pupils are on track to make **more than expected**

Maths: All children, apart from two (*Y4 boys) are on track to make **expected progress**. Two pupils from Y6 are on track to make **more than expected**

*Y4- already highlighted as high priority next academic year

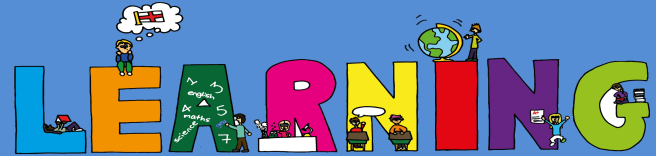
Evaluations:

- Initially, from my perspective, I felt a little resistance to the intervention. Mainly due to time constraints and staff feeling like it was 'another thing to do...'
- Persevered, had regular meetings, gave feedback (very positive in the main) tried to empower staff-nipped in whilst they were conducting it to give them positive reinforcement...
- Started to see a shift- being done more consistently, evident in books...
- Evaluation- share feedback



Hopes for the future:

- Continue to see improvements, holistically and in progress and attainment, meaning PP children not only keep up with their peers but many exceed them...
- Develop children's awareness of how they learn, 'learning to learn' concept
- Model to share with other schools- University/SLE application



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