



Toolkit of Strategies to Improve Learning

Summary for Schools Spending The Pupil Premium

Aim of document

- Summarise some of the research evidence on improving learning and attainment to help schools to make more informed choices about how to support their pupils who are eligible for the Pupil Premium funding
- Identify different approaches to improving learning in schools
- Identify the strength of the existing research evidence and estimate the costs of adopting the approaches
- To provide guidance on whether the approaches are applicable to primary or secondary school settings and in which core subjects – English, maths or science.

Spending for learning: linking resources and learning outcomes

- A challenge and harder than you think
- Depends on the context, the school, the teachers (their levels of knowledge and experience), the learners (their level of attainment and their social background) and the educational outcomes that you want to improve (knowledge, skills or dispositions).

Most effective

Potential gain = Maximum approximate advantage over the course of a school year that an 'average' student might expect if this strategy was adopted

- **Effective feedback + 9 months**
- **Meta-cognition and self-regulation strategies + 8 months**
- **Peer tutoring/peer-assisted learning + 6 months**
- **Early intervention + 6 months**
- **One-to-one tutoring + 5 months**
- **Homework + 5 months**
- **ICT + 4 months**

Some impact

- **Assessment for learning + 3 months**
- **Parental involvement + 3 months**
- **Sports participation + 3 months**
- **Summer schools + 3 months**
- **Reducing class sizes + 3 months**
- **After school programmes + 2 months**
- **Individualised instruction + 2 months**
- **Learning styles + 2 months**

Least effective

- **Arts participation** +1 month
- **Performance pay** + 0 months
- **Teaching assistants** + 0 months
- **Ability grouping** \pm 1month
- **Block scheduling and timetabling** \pm 1month
- **School uniforms** \pm 1month

Bristol's One to one tuition for CiC

<p>One KS2 pupil received 2 blocks of tuition in English. All other tutored CiC in KS2 received one block of tuition. At secondary level a number of CiC had tuition in both subjects but no CiC received more than 10 sessions in each subject.</p>	English	Maths	English & maths
KS2	44	35	0
KS3	31	29	16
KS4	14	13	6
Totals	89	77	22

Bristol's One to one tuition impact on CiC

- CiC who received tuition made good progress
- Progress for CiC in KS2 is exceptionally good
- Tuition has a significant impact if delivered to year 7. Progress slows in years 8 and 9. It would appear to slow most in year 8.
- At KS4, 4 out of 10 students entered KS3 with level 4. Only 1 student converted to a Grade C.
- Evidence of pupils regressing/remaining static may be an indicator of insecure assessments or placement changes or attachment issues or

CiC progress in One to one tuition at KS2

	Number of pupils	Percentage (Total pupils 68)
Outstanding progress 3+ fine levels, bright green	17	25%
Expected progress of 2 fine levels, light green	28	41%
Progress of 1 fine level, white	20	29%
No progress or regression, pink	3	4%
Total pupils making progress	65	96%

Recommendations

- Ensure the delivery of tuition to all CiC in each year in order to secure continued progress and the use of tuition for 'keep up' not 'catch up'
- Look at how the delivery of tuition might be adjusted in year 8 and year 9 in order to better meet the learning needs of these students
- Ensure methods of assessment are reliable and consistent by drawing on APP methodology, especially at KS3

What does this mean for us?

- How can ECLAS use the findings from Sutton Trust research in order to maximise the impact on attainment of what we do?