



AGENDA

SELECT COMMITTEE - PUPIL PREMIUM

Monday, 13th November, 2017, at 2.00 pm

Ask for: **Gaetano Romagnuolo**

**Swale 1, Sessions House, County Hall,
Maidstone**

Telephone **03000 416624**

Tea/Coffee will be available 15 minutes before the start of the meeting in the meeting room

Membership

Mrs L Game, Mrs C Bell, Mr A Booth, Mrs P T Cole, Mrs T Dean, MBE, Ms S Hamilton, Mr J P McInroy, Dr L Sullivan and Mr M Whiting

UNRESTRICTED ITEMS

(During these items the meeting is likely to be open to the public)

2.00 – Ms Angela Maxted (Headteacher - Cheriton Primary School), Ms
2.45pm Deby Day (Headteacher - Guston C of E Primary School), Tim
Woolmer and Debra Exall (KCC) (Pages 3 - 24)

3.00 – James Turner (Deputy CEO - Education Endowment Foundation)
3.45pm (Pages 25 - 60)

EXEMPT ITEMS

(At the time of preparing the agenda there were no exempt items. During any such items which may arise the meeting is likely NOT to be open to the public)

At the end of the public session, Members of the Committee should remain in the meeting room for 20 minutes for summing up

John Lynch
Head of Democratic Services
03000 410466
Friday, 3 November 2017

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Pupil Premium Select Committee

Biography

Deby Day, Headteacher, Guston C of E Primary School, Dover

Deby Day has been Headteacher of Guston Church of England Primary School since 2008. The school is located next to the (now demolished) Connaught Barracks in Dover. The Service Families Accommodation (SFA) that was erected when the Barracks were built is now a mix of SFAs serving at Shorncliffe Barracks in Folkestone and privately owned accommodation, therefore about half of the school's student population consists of Service children.

Deby has spoken at a range of meetings and conferences about supporting the needs of Services families in areas such as bereavement, emotional wellbeing, pupil voice, and English as an additional language. In February 2017 the Royal Gurkha Rifles regiment financed a trip to Brunei with Angela Maxted, Headteacher of Cheriton School in Folkestone. The trip enabled them to forge links with the families coming to the UK. In recent years Deby has also worked with Angela and Kent County Council staff to develop the Kent Service Children's Conference, which has been a really interesting experience.

Deby feels that it is a real privilege serving such a unique community and working in a school that really supports the wellbeing of all its pupils and their families.

Angela Maxted, Headteacher, Cheriton Primary School, Folkestone

Since 2006 Angela Maxted has been Headteacher of Cheriton Primary School, which is close to Shorncliffe Garrison in Folkestone. Prior to that Angela was Deputy Headteacher and Interim Headteacher of a school close to Howe Barracks in Canterbury; over the last 20 years she has been able to work with the Princess of Wales, the Royal Irish, the 5 Scots and the Royal Gurkha Rifles regiments.

In 2011 Angela financed her own trip to Brunei to visit the British garrison and children there. This experience was repeated this year, when the Royal Gurkha Rifles regiment financed the visit for Angela and Deby Day – the Headteacher of Guston Primary School - to Brunei. As a garrison that can deploy at quite short notice there are constant pressures of dealing with separation and potential loss for service children in her school.

Currently Angela is also a member of the National Executive Committee for "Service Children in State Schools". In recent years she has worked with Deby Day and Kent County Council staff to develop the Kent Service Children's Conference, which has been very rewarding.

Working with service children and their families has many challenges but huge rewards, and Angela feels very lucky that families entrust their children into the care of staff at Cheriton.

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Pupil Premium Select Committee

Hearing 3

Monday 13th November 2017

Witness Guide for Members

Below are suggested themes and questions. They have been provided in advance to the witnesses to allow them to prepare for the types of issues that Members may be interested to explore. All Members are welcome to ask these questions or pose additional ones to the witnesses via the Committee Chairman.

Themes and Questions

Deby Day, Headteacher, Guston Cof E Primary School, Dover

Angela Maxted, Headteacher, Cheriton Primary School, Folkestone

Debra Exall, Strategic Relationships Adviser, and Tim Woolmer, Policy & Partnerships Adviser, Kent County Council

- Please introduce yourselves and provide an outline of the roles and responsibilities that your posts involve.
- What is the Service Pupil Premium? How does it differ from the Pupil Premium?
- Please provide an overview of Service Pupil Premium and Pupil Premium allocation in your schools. Is there a clear strategy for how this funding should be spent, and is this communicated to all stakeholders?
- In your opinion, to what extent is Service Pupil Premium funding effective in meeting the needs of Service pupils?
- Please discuss issues around the academic attainment of Service children in Kent.

- What can KCC do, if anything, to improve the effectiveness of the Service Pupil Premium in providing academic and pastoral support to Service children in Kent?
- Are there any other issues, in relation to the review, that you wish to raise with the Committee?

Kent County Council

The Service Pupil Premium

What is the Service Pupil Premium?

The Department for Education introduced the Service Pupil Premium (SPP) in April 2011 in recognition of the specific challenges children from service families face and as part of the commitment to delivering the armed forces covenant.

State schools, academies and Free Schools in England, which have children of service families in school years Reception to Year 11, can receive the SPP funding. It is designed to assist the school in providing the additional support that these children may need and is currently worth £300 per service child who meets the eligibility criteria.

Eligibility criteria

Pupils attract the SPP if they meet the following criteria:

- one of their parents is serving in the regular armed forces
- they have been registered as a 'service child' in the school census at any point since 2011, (see footnote [1](#))
- one of their parents died whilst serving in the armed forces and the pupil receives a pension under the Armed Forces Compensation Scheme or the War Pensions Scheme

The Purpose of the Service Pupil Premium

Eligible schools receive the SPP so that they can offer mainly pastoral support during challenging times and to help mitigate the negative impact on service children of family mobility or parental deployment.

Mobility is when a service family is posted from one location to another, including overseas and within the UK.

Deployment is when a service person is serving away from home for a period of time. This could be a 6 to 9 month tour of duty, a training course or an exercise which could last for a few weeks.

How Service Pupil Premium differs from the Pupil Premium

The SPP is there for schools to provide mainly pastoral support for service children, whereas the Pupil Premium was introduced to raise attainment and accelerate progress within disadvantaged groups.

Schools should not combine SPP with the main Pupil Premium funding and the spending of each premium should be accounted for separately.

What Could the Service Pupil Premium Be Used for?

In order to support the pastoral needs of service children, schools have flexibility over how they use the SPP, as they are best placed to understand and respond to the specific needs of those pupils for whom the funding has been allocated. The funding could be spent on providing a variety of means of support including counselling provision, nurture groups, e-bluey clubs etc.

Schools might also consider how to improve the level of and means of communication between the child and their deployed parents. Some schools have introduced 'Skype time' clubs, whilst other schools have helped children to develop scrapbooks and diaries that they can show their parents on their return, highlighting their achievements and day to day school life. In addition, staff hours may be required to support the needs of service children when they join a new school as a result of a posting or when a parent is deployed and these hours could be funded by the Service Pupil Premium.

Within schools which experience high levels of service pupil mobility, Mobility Co-ordinators, Forces Liaison Officers, Parent Support Advisors etc. have been employed. These posts tend to work closely with the pupils and families when they move into the area or are due to leave. Such staff can also support pupils and families where a parent is deployed.

SPP should not be used to subsidise routine school activity (trips, music lessons etc.), however, schools may choose to fund school trips just for service children, to help them enjoy their time at school and build a sense of a wider community and understanding of the role their service parent plays (e.g. with military specific trips) to help them cope with the potential strains of service life.

Schools are held to account for the spending of this funding through the focus in Ofsted inspections on the progress and attainment of their wider Pupil Premium eligible pupil cohort.

1. Ever 5 service child measure. The premium was extended in 2015/16, such that any pupil in Reception to Year 11, who has been flagged as a service child since the January 2011 census, will continue to receive the premium (Ever 5 service child).

Source: <https://www.gov.uk/government/publications/the-service-pupil-premium/service-pupil-premium-what-you-need-to-know>. Updated December 2016

Kent & Medway Service Children's Conference 2017

On 19 June 2017, 75 service children aged between 7 and 14 from nine different schools attended this conference at the Duke of York's Royal Military Academy, who also provided 15 sixth form facilitators.



The purpose was to give the young people an enjoyable experience and a chance to meet other service children and discuss what it meant to be a “service child”.

Accompanying adults (one parent, the rest were from the schools attended by the children) also had the chance to share information on how best to support service children.

Feedback from both children and adults was extremely positive in terms of both enjoyment and knowledge, and they valued being able to have these discussions with others going through similar experiences.

I attach a note of the key issues raised by the adults (Annex 1).

For the children, their top “asks” of schools would be:

- A ‘Calm Room’ that service children (and others?) could go to if they needed time out because they were having a difficult time, where they could perhaps do colouring or reading
- A Phone Room to phone parents who are away on duty
- A private space to talk to adults
- A nominated adult they could go to for support when their parents were deployed
- Family days that bring together military and civilian families



For more information, please visit:

<http://www.kentcouncilleaders.org.uk/military/servicechildren/>

ANNEX 1: Key messages from the Adults

Service Children's Voice Conference 2017: Issues raised during discussions amongst the supporting adults

The adults who accompanied the children to the conference had a range of roles, from Headteachers to Teaching Assistants to Family Liaison Officers. Some had specific responsibilities for the welfare of service children, and a number were also army spouses and parents of service children.

Susan Murray, wife of Lt Col Jamie Murray, Commanding Officer of the Royal Gurkha Rifles, kindly led a discussion about the issues facing service families, and how schools can better support service children. The discussion highlighted the following challenges and suggestions for how schools can be supported:

Challenges faced by service families, which schools need to be aware of:

- Service families can feel 'different', and that others don't understand what it's like to be a service family
- Moving house is really stressful anyway
- When children have to move schools, not only are their friendships disrupted, but they can end up repeating parts of the curriculum they have already covered, while missing out on other parts
- When parents are deployed, this has all sorts of impact on children, including:
 - The child obviously misses the parent, but this can be particularly stark when the parent is absent for both big (eg birthdays) and little (eg scoring a goal/getting a good mark for a project) events
 - Trying to keep in regular contact to keep the relationship going – but Facetime/Skype can be boring and disruptive
 - Children being worried that the absent parent is in danger
- Anxiety when moving (a stressful experience for anyone) is exacerbated by the additional service factors, and need to establish a new life in a new place.

What can school staff do to help?

- Showing an understanding of service family issues without being 'in your face'
- Be inclusive, but understand what is normal for the individual child
- Be prepared to be flexible
- Going the extra mile – explaining how to do things/make things happen
- Have someone who is there for service children and parents, who they can ask for advice or help
- Being aware that e.g. service children might find lessons to do with war/battles, or remembrance events, difficult if their parents are on deployment. An example was given of a teacher checking out with a child whether it would be ok for a photo of her father to be used in assembly on Remembrance Day
- A weekly Military Kids Club benefits all children, not just service children
- Commemoration days and fun events (eg Camo Day) can really help service children feel proud of their families within the civilian context

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Ministry
of Defence

Service Pupil Premium Examples of Best Practice



Foreword

The Department for Education introduced the Service Pupil Premium in April 2011 in recognition of the specific and unique challenges children from Service families face. It also forms part of the Government's commitment to delivering the Armed Forces Covenant.

Since its inception, the Service Pupil Premium has assisted schools in providing the opportunities and means to offer the additional support these children may need during times of deployment and mobility. There are numerous examples of how exceptional practice within schools has made a positive difference to the lives of Service children.

Within this booklet you will find a selection of effective, creative and innovative ways in which both primary and secondary schools have used the available funding to support Service children. The ideas included range from funding liaison officers to supplying memory boxes for the children; they all have a common goal, to provide additional pastoral support to Service families.

In writing this foreword I would also like to thank those schools involved with this project, for their dedication in supporting Service children. There are over 10,000 schools who are involved in the education of children from Service families. Your hard work and professionalism is greatly appreciated and I thank you for making a difference to the lives of our Service children.

Lt Gen James Bashall

Wittering Primary School

School Profile: Primary

Age Range of pupils: 4-11

Number of pupils on roll: 304

Number of Service Children on roll: 208

Contact Name and Address:

Mr Rhys Thrower
Wittering Primary School
Church Road
Wittering
Peterborough
PE8 6AF

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Wittering Primary School is a mid-sized school to the north of Peterborough. We are sited in the village of Wittering next to the RAF base with about two thirds of our pupils from Service families and an annual turnover of approximately 23%.

When we first received Service Pupil Premium (SPP) we took some time over its use and deployment. We discussed our ideas with parents, children and also with our links on the base. (This relationship is very important for both sides including links to further funding such as Community Covenant or Education Support Fund.)

It was clear we needed to implement something to help those families with a member currently deployed. We set up an "Out Of Area" club which was run by the SPP co-ordinator and other staff members. This provided enjoyable activities such as table tennis and construction and we also gave the children the opportunity to have time to make something for or write to the person that was on deployment. We also invited parents and younger siblings so they could have some quality time together within school. It also enabled us an opportunity to speak to the children about how they were feeling and address any worries they may have. Subsequently we also discovered just how many of our non-service families also had a person working away from the family home for long periods of time. This helped the integration of families further from both service and civilian backgrounds.

We use SPP to set up our "Settling In" packs. This includes information for the children and a 'treasure hunt' to enable the children to explore where or what the key things are (teaching assistant names, where toilets are, etc) that they may be too concerned with to ask about. We link this to a buddy system amongst the children so they have someone at all times to communicate with. We use more of our SPP for providing teaching assistant hours to address when children join us with SEN. We move quickly in these situations as we never know how long we have until the child moves again, so it is imperative that we implement things quickly. This allows us to assess and sort out programmes and interventions fast. We operate a similar system by funding hours from our Families Centre for 1:1 sessions for those children who are finding deployment difficult and need that extra support.

We have also set up a Children's Board in conjunction with the nearby base and other local stakeholders to ensure the provision is the best it can be in the community. We also revamped our library to create a new, exciting environment with a focussed nurture area for children who are feeling potential pressures of a parent being away, etc.

The rest of the SPP is focussed on employing a teacher/HLTA each week to concentrate on small groups of Service children who are within the middle achiever group to encourage them further. They work alongside the teacher to try and realise more of their potential academically, negating the progress potentially lost by a school move. We certainly do not have all the answers and are continually looking at how we use our SPP effectively in increasingly difficult financial constraints, but we do see it having impact not just academically but also, just as importantly, emotionally and socially.

Fawley Infant and Blackfield Primary Schools

School Profile: Infant and Primary

Age Range of pupils: 4-11

Number of pupils on roll: 612

Number of Service Children on roll: 33

Contact Name and Address:

Julie Stephens
Fawley Infant School
School Road
Fawley
Southampton
SO45 1EA

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Fawley Infant and Blackfield Primary schools, part of the Inspire Learning Federation, are in an area known as the Waterside which is between Southampton and the New Forest. 17 Port & Maritime Regiment RLC are based at nearby Marchwood, and trickle movements throughout the academic year mean lots of different induction, support and nurture activities take place across the schools.

We need resources which are portable, appealing to everyone and especially relevant to children from age 4 -11 years. A simple, effective and inexpensive resource that has proved all of these things is a giant world map oilcloth. The oilcloth is used in lots of ways and generates many valuable conversations, which in turn informs school about how we are able to help support the children and families. It covers tables at support groups, dinner halls, floors and is even spread out on the school field on a sunny day, creating opportunities for talk about issues which affect children and are instigated in an informal way. The oilcloth is a good ice breaker with new children. Young children especially like to sit, lie and roll on it, point out countries and seas and any places relevant to them and talk about their feelings and changes at home in a unpressurised way.

When the oilcloth is being used, we notice a real camaraderie amongst Service children, but also empathy and comparisons from class mates as they gather round and all talk about destinations and their connections to them. Someone might track a route from the UK to the Falkland Islands where their parent is deployed and a peer may track a route to Spain where their grandparents live. This gives children a better understanding of where places are in the world and a greater awareness of the Service lifestyle. Some typical quotes when using the oilcloth map are:

"We can see the whole world; we don't need to go in aeroplanes"

"I can find Fiji, I like where my family live"

"My dad has been to all those places"

It really is about getting the communication going, sitting side by side, looking at the map or using it as a prop behind a craft activity such as scrapbooking or as part of a game. We already had wall maps and globes around the schools but the oilcloth works because it is just a little bit different and it's practical. We now have three across the schools, and our top tip is to order one in a very large size!

Hele's School

School Profile: Secondary

Age Range of pupils: 11-19

Number of pupils on roll: 1236

Number of Service Children on roll: 89

Contact Name and Address:

Wendy Farnham
Director of Business and Finance
Hele's School
Seymour Road
Plympton
Plymouth
PL7 4LT

A relatively large percentage of the intake for Hele's School is from Service families - 7.1%, or 89 students. In such circumstances the transition process is crucial in getting young people into school and immersed in the culture as quickly as possible, and identifying a mentor in the form of another Service child who understands the pressure of moving around schools goes a long way to building friendships and confidence for the new student.

The school uses money received from the Service Pupil Premium to help employ a dedicated member of staff with responsibility for oversight of the personal and academic development of Service children. This adult mentor understands the demands placed on working parents in the Armed Forces, as well as the implications for the children and works with Heads of Houses to track the progress, attendance, commitment to learning and pastoral welfare of this group of young people. He understands that school routines are helpful when dealing with separation and worry, but some days are just too challenging and so it is important to have support in school for those tough days. As a result of the introduction of the mentor, we have seen a direct increase in attendance of Service children. The use of funding to target intervention where a Service child's progress or commitment to learning has fallen short of expectation has also been used to good effect, with the result that all Service children in 2015-2016 made better than expected progress in GCSE outcomes. Students comment that having an interested adult mentor who understands the demands placed on Service families has helped them to feel less isolated, especially when one of their parents is on deployment, and has helped them to build strong friendship groups to support them with their attendance during difficult times.

The school is also part of Plymouth's HMS Heroes Group - a unique 'student voice' group originally formed in the City of Plymouth for the support of Service children and young people. It helps students with Service family links with the practical aspects of contact, and we deal with such demands and strains on a bespoke basis. Members of HMS Heroes are ambassadors and young advocates for Service families. Most importantly, they are friends for each other - especially in times of need. Having an ex-serviceman working with Service children is incredibly powerful. For example, we set up radio contact with a child and his dad aboard ship to share some really good news about achievement in school. Both dad and son were overwhelmed at the power of such contact and, although brief, the feel good factor afforded to both parties was immense and sent them back off to their respective jobs with a spring in their step and an air of positivity and optimism; worth every penny of Service Pupil Premium funding!



Wolvey C of E Primary School

School Profile: Primary

Age Range of pupils: 4-11

Number of pupils on roll: 200

Number of Service Children on roll: 71

Contact Name and Address:

Tana Wood
Wolvey C of E Primary School
Bulkington Road
Wolvey
Warwickshire
LE10 3LA

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On average we have about 70 Service children on roll from 30 Signals Regiment and the Queen's Gurkha Signals, which is approximately one third of our whole school population. In terms of mobility this means that approximately 20-30 children leave and join us each year.

We feel that it is vital for all of our children to be supported when they first join the school and throughout their time with us. It is not about using funding for school trips or music lessons but by providing the right support when needed.

Part of our Service Pupil Premium funding provides a teaching assistant within school (an ex-military wife), who also holds the post of Service Children Liaison Mentor. This member of staff runs an induction and transfer programme which collates as much information as possible on the child when they enter school and acts as an extra point of contact for parents. This member of staff also attends new intake evenings and parents' evenings. They have an overview of which children are coming in and leaving (our children are given 'take away photos' and letter boxes as presents when they go) and are able to share information with key staff. This provision is seen as vital, so that Service children whose education may have been disrupted due to transferring schools more often than others, settle in quickly and continue with their learning.

We are also part fund a Nepalese Teaching Assistant who is able to support Gurkha families coming into school and support staff with any language difficulties.

The Service Mentor, plus another teaching assistant (whose husband is still serving), take Service children out of class for a weekly, informal social session. This provides opportunities for the sharing of news, creating artwork such as poppies for Remembrance Day or reading. Children are timetabled in for this session or added if we know that a parent may be on training or longer deployment so that we are able to focus on them.

We have also offered a lunchtime MESS club once a week for Service children where they can bring a friend, have lunch in a social environment and share experiences.

The funding has enabled us to provide every Service child with a diary in which they can record their thoughts and feelings and a communication book for parents - as many of our Service children come to school by bus. We have also bought in resources such as Joffli Bears for children to take home and books about parents being deployed. Displays around the school also show where parents might be in the world, as well as where all our children are from. All of this has provided much needed emotional and social support for our Service children and by having two members of staff who have been in the same situation, they are able to empathise with families.

Another element of our funding is used to organise additional social events where parents are invited in to school and given the opportunity to chat to other Service parents whilst enjoying refreshments.

Joyce Frankland Academy

School Profile: Secondary

Age Range of pupils: 11-18

Number of pupils on roll: 900

Number of Service Children on roll: 44

Contact Name and Address:

Melissa Garnham
Service Children Liaison Officer
Joyce Frankland Academy
Water Lane
Newport
Saffron Walden
Essex
CB11 3TR

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Joyce Frankland Academy, Newport is a village comprehensive, originally founded in 1588 as a Grammar School. With 900 pupils aged 11-18 our intake comes from far and wide, with the majority of pupils arriving in Year 7 from small rural primary schools from across a 25 mile radius. Within the Academy, on average, 5% of pupils are from Service families based at the local barracks.

In 2013 the decision was made that the most effective way to utilise the Service Pupil Premium was to employ a member of pastoral staff whose role was, and continues to be, the Service Children Liaison Officer. This position involves working pastorally with our Service pupils; building strong links with the local barracks through monthly meetings with the battalion Welfare Officers; regular visits to the feeder primary schools throughout the year especially at Year 6 transition time; building strong relationships with pupils before they start at the Academy in Year 7; and being the main point of contact within the Academy for Service families, not just on a daily basis but also at parents' evenings and other Academy events. In addition to this, the role encompasses mid-year admissions, attending deployment briefings and the Service Children In State Schools (SCISS) Conference, being the face of the Academy at barracks events and submitting applications to the MOD Education Support Fund.

This role has created, within school, a strong knowledge of exactly who the Service children are and what their additional needs may be, enabling full integration into the Academy community. This has been acknowledged in our recent Ofsted report which said:

The school provides exceptional support for pupils of families in the armed services. As a result these pupils are thriving.

As a result of the work that has been done, there has been a change in attitude towards Service children in the wider Academy community through an increased understanding of their life experiences as forces children. We can provide revision guides, study skills support and recreational activities. Further value has been added as a result of receiving the Service Pupil Premium - extra mural activities and support with transport home to the barracks which are rural, remote and have no public transport and extra-curricular sporting activities, further enabling our Service students to become fully absorbed into Academy life.



St Michael's Primary and Nursery School

School Profile: Primary and Nursery

Age Range of pupils: 3-11

Number of pupils on roll: 189

Number of Service Children on roll: 79

Contact Name and Address:

Gail Burns

St Michael's Primary School & Nursery

Camulodunum Way

Colchester

Essex

CO2 9RA

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St Michael's Primary School and Nursery is situated near the Merville Barracks in Colchester, Essex. As a result 40% of our pupils come from Service families. As a school we constantly review how we spend our Service Pupil Premium (SPP) in order that our children make the best possible gains both socially and academically.

Service children can attend many schools and for us, it is essential that the children and their families arrive, settle and quickly feel part of the school community. We strongly believe that when children and their families are emotionally settled, children will achieve better outcomes.

It is this belief that led us to create our Student and Family Support Team (SAFS) last year. The team of staff are focussed on the early identification of children and/or their families who require additional support. This is done through an induction meeting with all parents when children join the school, along with time spent getting to know children and their families.

The support provided is bespoke to each individual child and family member. Academic support is provided in the form of additional sessions with one of our SAFS team, precision teaching sessions take place, where gaps in learning are quickly identified and a series of learning sequences are taught to the child. Speech and Language support is also provided by our ELKLAN trained Learning Mentor.

Social and emotional support is provided by our trained Play Therapist, who also leads the SAFS team. Activities include Lego Play Therapy, Drawing Therapy and Sensory Therapy.

Support is also provided to parents in the form of weekly coffee mornings where parents have the opportunity to spend time with the SAFS Leader and the school Family Support Worker, discussing issues of concern or just having the opportunity to sit and chat.

We have recently been fortunate in gaining funding from the Ministry of Defence and this was used to create a Community Hub area where the SAFS team are now housed and a Sensory Room equipped with the latest sensory equipment. Both these additions have meant that we have been able to provide support to a greater number of children and their families.

We are incredibly proud of educating Service children and as a result of the support that we provide children have an equal opportunity to their non-mobile peers to achieve emotionally and academically. This can be seen in our end of year outcomes where our Service children achieve results that are either in line or better than their peers.



Montgomery Junior School

School Profile: Community Junior School

Age Range of pupils: 7-11

Number of pupils on roll: 232

Number of Service Children on roll: 136

Contact Name and Address:

Natalie Launder
School Business Manager
Montgomery Junior School
Baronswood Way
Colchester
Essex
CO2 9QG

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Montgomery Junior School has just over 50% of pupils from Service families and many of our dedicated team have links to the military or local community knowledge. We have invested the Service Pupil Premium (SPP) in people, resources, initiatives, subscriptions and activities. Through consultation with our children, staff, governors and parents we have been able to use the funding to support the differing needs of our Service children.

One of our major successes is the employment of our Community Engagement Coordinator (CEC). Following the research of effective emotional social health and wellbeing (ESHWB) practice we identified the need for a dedicated staffing resource to deliver a comprehensive support programme for our Service children during periods of parental deployment, on joining and leaving the school and providing an enhanced pastoral provision. This role supports key school improvement priorities to close the learning gap as well as the social and economic gap that continue to provide challenges to Service pupils and families.

The CEC works with children and families from admission enquiry stage, supporting individuals throughout school life and during exit (including at non-standard times), including the following family support:

- Transition and integration of pupils
- Building relationships with parents and the school
- Supporting families of service personnel from Commonwealth countries
- Timely transfer of pupil records and liaison with transition schools
- Supporting a wider range of family pressures including emotional and behavioural issues, bereavement, divorce and separation
- The knowledge to offer practical solutions, reassurance and signposting
- Establishing links to outside agencies, welfare organisation and service communities that will support the needs of all pupils and families and the school.

In addition to the CEC we have used our Service Pupil Premium to fund initiatives such as enhanced Curriculum Provision, Early Morning Clubs and Activities, and in particular a Play Therapy Counsellor which our in-school case studies evidence that children have achieved the following outcomes:

- Reduction in anxiety in some situations and improvement in relationships at home
- Understanding of loss and grief
- Ability to maintain self-esteem through family transition
- Improvements in friendships
- Improved concentration and participation in class
- Improved attendance
- Expression of feelings through the use of paint and clay
- Improved self-esteem
- Building resilience

Boringdon Primary School

School Profile: Primary

Age Range of pupils: 4-11

Number of pupils on roll: 432

Number of Service Children on roll: 34

Contact Name and Address:

Sue Hook
Boringdon Primary School
Courtland Crescent
Plymouth
Devon
PL7 4HJ

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At Boringdon Primary School our aim is to ensure that no children are disadvantaged at school in any way. Our focus with Service children is to ensure no child is disadvantaged due to the service of their parent.

We use our Service Pupil Premium to contribute towards the following:

- Monitoring of Service children's progress compared to the wider school population to ensure that they learn, develop and achieve their own expected level of progress.
- Intervention strategies and support are put into place to support their learning.
- The provision of a trained Teaching Assistant to provide pastoral support and guidance for families.
- The provision of external Learning Mentor Support to work with individuals to build social skills, self-esteem and develop positive attitudes to learning thus raising academic attainment.
- Membership of HMS Heroes.
- Mutual support encouraged through membership of and trips organised by HMS Heroes coordinator e.g. Plymouth Raiders, Military Youth Choir etc.
- Extra-curricular activities to enable Service children to take part in certain activities that may not have been available to them due to the absence of one of their key adults. This has included, going to the theatre and 'wild in the woods'.
- Forest School activities to provide a different experience. The children have really enjoyed being able to learn outdoors and this has provided great chances to develop children's self-esteem and confidence. It also provides an outlet to provide emotional support for children who need it.

As with everything we do at school the measures put into place do make a positive difference. They help to ensure that our Service children become tolerant, caring and well rounded individuals with the skills to enable them to learn, develop and progress.

The additional events and extra-curricular activities have enabled children to feel special and that they are receiving things that other non-Service children might take for granted. In many cases, children's personalities have blossomed and they have been able to mingle and make friends with children that before, they may not have had the courage to do so.

Primarily the measures we have put in place help Service children to access peers/adults that they feel they can approach and talk to that can reassure, help and if necessary advise. This enables them to achieve and progress without any disadvantage due to parental service.

The Directorate Children and Young People (DCYP) provides the single Ministry of Defence (MOD) focus for all issues relating to Service children, both overseas and in the UK.

Within the UK, DCYP works closely with the Armed Forces Covenant Team, the Devolved Administrations and the Royal Navy, Army, and Royal Air Force Families Federations. It also holds elements of other Government departments, local authorities and other providers that have statutory responsibilities for Service children, to account. This is in order to ensure that Service children suffer no disadvantage because of their Service status.

Within DCYP, the Childrens Education Advisory Service (CEAS) provides a point of contact for all Service parents who have any queries or concerns regarding any element of education, including school admissions and SEND support. The skilled and empathetic advisors provide advice, guidance and support to parents, wherever they are in the world, and this is supported further through the work of Parent Support Officers who can assist parents with specific issues relating to education.

**CEAS can be contacted by email:
DCYP-CEAS-Enquiries@mod.uk
or telephone 01980 618244**

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Pupil Premium Select Committee

Biography

James Turner

Deputy Chief Executive, Education Endowment Foundation

James became the first Deputy Chief Executive of the Education Endowment Foundation (EEF) in late 2015, and works across all areas of its activity. James has been involved in the EEF since its start, leading the Sutton Trust's successful bid to the Department for Education, then setting up the charity's infrastructure and strategy.

Prior to his role at EEF, James was the Director of Programmes and Partnerships at the social mobility charity Sutton Trust, where he worked for ten years on policy, research and practical projects, and where he remains an advisor. James was also a founding trustee of the work experience charity PRIME and the Children's University Trust. He is currently the Vice Chair of The Brilliant Club, one of the largest university access charities in English secondary schools, and a governor of a comprehensive school in the East Midlands where he lives.

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Pupil Premium Select Committee

Hearing 3

Monday 13th November 2017

Witness Guide for Members

Below are suggested themes and questions. They have been provided in advance to the witnesses to allow them to prepare for the types of issues that Members may be interested to explore. All Members are welcome to ask these questions or pose additional ones to the witnesses via the Committee Chairman.

Themes and Questions

James Turner, Deputy Chief Executive, Education Endowment Foundation

- Please introduce yourself and provide an outline of the roles and responsibilities that your post involves.
- Please provide an overview of the Education Endowment Foundation (EEF) and set out its aims.
- Please discuss the evidence-informed approach to using the Pupil Premium that the EEF advocates.
- What is the EEF Toolkit, and what are its main aims and benefits? To what extent do schools use the Toolkit to improve learning outcomes for disadvantaged children and young people?
- In your view, to what extent has Pupil Premium funding been effective in narrowing the attainment gap between vulnerable pupils and their peers?
- What are the barriers – if any – to knowing whether, where and why the Pupil Premium gap is closing? Please refer to the EEF “Next Steps” report.
- In your opinion, how effective is the adoption of free school meals (FSM) as a measure of disadvantage to determine eligibility to Pupil Premium funding?
- What can KCC do, if anything, to improve the effectiveness of Pupil Premium in raising the educational attainment of vulnerable pupils and in narrowing the attainment gap?

- Are there any other issues, in relation to the review, that you wish to raise with the Committee?

THE PUPIL PREMIUM

Next Steps

Sutton Trust and Education Endowment Foundation
July 2015



Education
Endowment
Foundation



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FOREWORD

Today's summit is an opportunity to take stock on the pupil premium and the use of evidence to improve results for disadvantaged pupils.

There is no doubt that the pupil premium has enabled schools – including many in areas not traditionally seen as facing significant disadvantage – to do more to improve the results of their less advantaged pupils. But equally, the data suggests that we still have much to do to ensure that those from poorer families do as well as their classmates. Some schools have closed that gap, but many still have a long way to go.

Research trials being run by the Education Endowment Foundation (EEF) are feeding into the Teaching and Learning Toolkit, initially published by the Sutton Trust and now hosted and developed by the EEF. The Toolkit, and the new EEF Families of Schools tool, are just two of the resources available to schools to help them discover what works and what is likely to be most cost-effective in improving the results of their pupil premium recipients. Our new polling published today suggests a big increase in the use of research by schools and strong use of our Toolkit. But there is still much more we need to do to embed research into schools, and for all teachers to see it as part of their armoury.

As the Government considers how the pupil premium is deployed over the next five years, it may also be time to consider whether rewards are built into the way it is distributed. Ofsted's expectations have concentrated minds and we have keenly supported the Pupil Premium Awards, which will this year go to 630 schools, but in the next phase of the premium it may be time to embed such rewards within the distribution of the premium itself.

I hope that today's summit – and this report – enables us to improve the pupil premium and its impact in the coming years. Giving disadvantaged young people the best start in life is a vital national endeavour that will pay dividends in providing a more skilled workforce and a stronger social fabric for the future.

Sir Peter Lampl, Chairman, Sutton Trust and Education Endowment Foundation
Chairman
Sutton Trust



OUR RECOMMENDATIONS

- **Continued support for the pupil premium, to improve attainment for disadvantaged pupils.**

The pupil premium should remain as a key lever to raise the attainment of disadvantaged pupils. Its success will depend on the degree to which it is spent effectively. This means schools working together more to maximise impact and build capacity, and a sustained effort by the Department for Education, Ofsted and others to make a genuine improvement in the attainment of disadvantaged pupils, with appropriate accountability.

- **Continue paying the pupil premium on the basis of disadvantage, not prior attainment.**

It is important that the premium is paid for all disadvantaged pupils, without discrimination between low and high attainers. Doing otherwise - as some have suggested - would be bad for social mobility. It would also send perverse signals to successful schools. Recent Sutton Trust research has shown that disadvantaged but bright pupils fall behind at school, and it is important that schools use their premium funding where appropriate to provide stretching lessons for able disadvantaged pupils as well as helping low attainers to make good progress. This is also particularly important in improving later access to higher education.

- **A strong commitment to the promotion of rigorous evidence, particularly where it has been tested in randomised control trials.**

Evidence is a crucial tool which schools should use to inform their decision making and ensure that they identify the “best bets” for spending, but it must be acted upon. The EEF’s own qualitative research is consistent with this view. Even where money is spent on strategies which research shows have not always been effective, evidence can help schools identify steps which make success more likely. A good example is the way in which the EEF has evolved its evidence on the use of teaching assistants to show how they can make a difference with the right structures.¹ Ofsted should consider a schools’ use of evidence in their inspections and schools should be supported to evaluate approaches themselves. As we move towards a more school-led system, opportunities to build capacity on the effective use of evidence between schools and across trusts should be encouraged and recognised.

- **Improved teacher training and professional development so that all school leaders and classroom teachers understand how to use data and research effectively.**

Questions in the National Foundation for Educational Research (NFER) Teacher Omnibus Survey for the Sutton Trust showed that only 4 per cent of teachers would spend the money first on improving feedback between teachers and pupils, a relatively inexpensive measure that could add eight months to pupils’ learning. Research shows that improving feedback can be a highly effective way to improve teacher development. And only 1 per cent would use peer-to-peer tutoring schemes, where older pupils typically help younger pupils to learn, an equally cost-effective measure to deliver substantial learning gains. Of course, any such

¹ educationendowmentfoundation.org.uk/news/teaching-assistants-should-not-be-substitute-teachers-but-can-make-a-real-d/

measure requires effective implementation, but it is important that schools consider cost effectiveness where it can enable their premium funding to go further

Resources such as the Teaching and Learning Toolkit provide a good entry point to research, but more could be done through initial teacher training and professional development to equip teachers with the skills needed to engage with education research and to foster an understanding of the ways in which research can be used.

- **More effective systems to allow schools to identify pupils eligible for pupil premium funding.**

Schools are currently reliant on individual parents to apply for free school meals for their child, which means that schools only receive pupil premium funding for those pupils if their parents have been pro-active. The Government should consider introducing a data sharing system so that schools are automatically informed when pupils are entitled to free school meals and, therefore, pupil premium funding.

- **Extension of pupil premium awards so that schools that successfully and consistently improve results for all while narrowing the attainment gap are properly rewarded.**

Government should also consider linking some of the pupil premium systematically to school rewards, so that schools that successfully and consistently improve results for all while narrowing the attainment gap are properly recognised. The Pupil Premium Awards scheme is a welcome initiative, and it has rewarded over 600 schools this year, but consideration should be given to making this more systematic in future so successful schools are automatically rewarded. The opportunities to innovate that exist in a system with increasing autonomy increase the importance of doing this. In particular, schools should be rewarded for evaluating innovation robustly. In addition, where new school networks and structures exist these should be designed in such a way that increases the spread of knowledge to other schools, so that greater autonomy does not lead to increased isolation, and the pupil premium could help facilitate shared innovations that improve standards for disadvantaged pupils.

INTRODUCTION: WHERE NEXT FOR THE PUPIL PREMIUM?

The pupil premium

The pupil premium was introduced by the Coalition government in April 2011 to provide additional funding for disadvantaged pupils. The main difference between the premium and previous funding for disadvantaged pupils is that the premium is linked to individual pupils. Previous governments have provided extra resources for such pupils through extra funding to local authorities with high levels of poverty. Indeed, the Institute for Fiscal Studies has pointed out that pre-premium extra funding in the system attached to deprived pupils amounts to £2000 in primary schools and £3000 in secondary schools.² But this is the first grant paid to schools for each disadvantaged pupil, regardless of where the school is located.

The amount provided has grown over the years to total £1,320 per primary pupil in the current financial year and £935 for secondary pupils.³ A total of £2.5 billion a year is now spent on the premium, over 6% of the £38.8 billion schools budget. The premium is paid for pupils who have been eligible for free school meals over the previous six years or who have been in care. Schools also receive £1,900 for pupils who have been in care but are now adopted or left care under certain guardianship orders. A separate grant of £300 is paid to schools to enable them to support the emotional and social well-being of service children.

More recently, an Early Years' Premium has been introduced for disadvantaged three and four-olds receiving free pre-school education.⁴ It will complement the government-funded early education entitlement by providing nurseries, schools, and other providers with up to an additional £300 a year for each eligible child. The government has committed £50 million to fund the Early Years' Premium in 2015-16, and the government estimate that 170,000 will receive it (approximately 13% of all 3- and 4-year-olds).

The government has decided against ring-fencing the premium, relying instead on schools publishing details of spending on their websites, Ofsted inspections, league table measures and more recently, awards for successful schools. Individual schools have responded to the expectation from Ofsted that schools show clear policies for their pupil premium pupils, and Ofsted looks closely at a school's results for those pupils before an inspection. Failure to do enough for pupil premium pupils in otherwise high attaining schools with relatively few pupil premium pupils has led to some losing their outstanding status. More recently, the Government introduced Pupil Premium Awards, which were provided to over 600 schools this year, including prizes of £250,000 for national winners and £100,000 for regional winners, as well as hundreds of smaller awards.⁵

The Department for Education, Ofsted and headteachers' associations have also encouraged schools to use evidence of what works in raising attainment when spending their pupil premium allocations. A key source of this evidence is provided by the Teaching and Learning Toolkit, initially published by the Sutton Trust and Durham University, and since hosted and extended by the Education Endowment Foundation. The Toolkit includes

² <http://www.ifs.org.uk/bns/bn121.pdf>

³ <https://www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings>

⁴ <https://www.gov.uk/early-years-pupil-premium-guide-for-local-authorities>

⁵ *ibid*

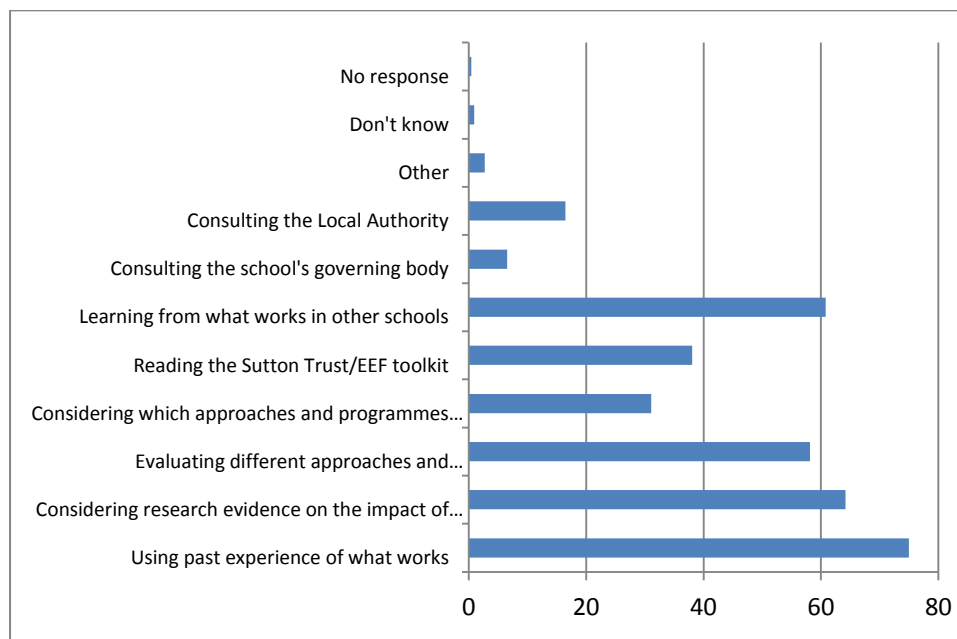
evidence on 34 categories, indicating whether or not they make measurable learning gains (expressed in months of learning value), the strength of available evidence and their relative cost.⁶ The EEF's trials help update the Toolkit on a regular basis. It has been complemented by a new Families of Schools tool which allows schools to benchmark their performance against schools with a similar profile, including how well they compare in the attainment of their pupil premium pupils.⁷

How are schools responding to the pupil premium?

For the last four years, the Sutton Trust has commissioned polling of teachers and school leaders on how they are using the pupil premium. Our polling using the NFER Teachers' Voice Omnibus has allowed us a unique insight into changing attitudes to the premium and how it is used.⁸ This year, NFER surveyed a representative sample of 1,478 teachers in March 2015 in both primary and secondary schools for their Teacher Voice Omnibus survey.

Over the past four years there has been a growing willingness by senior leaders to say that they use research in deciding which approaches and programmes to use in improving pupil learning. Schools however also use their past experience of what works. This year, 64% of senior leaders said they would consider research evidence, compared with 52% in 2012. And many schools evaluate different approaches and programmes before deciding what to adopt (58% of senior leaders).

Figure 1: How does your school decide which approaches and programmes to adopt to improve pupil learning? (Senior leaders)



6 <https://educationendowmentfoundation.org.uk/toolkit/>

7 <https://educationendowmentfoundation.org.uk/toolkit/families-of-schools/>

8 The National Foundation for Educational Research (NFER) surveyed a representative sample of 1,478 teachers in February 2015 in both primary and secondary schools for their Teacher Voice Omnibus survey. <http://www.nfer.ac.uk/teacher-voice-omnibus-survey/>

Around half of secondary school leaders (48%) and a third (32%) of primary school leaders also say they make use of the Sutton Trust/EEF Teaching and Learning Toolkit in making these decisions.

This year we asked some additional questions on the pupil premium to provide further insights for this summit. Schools are positive about the premium, with 76% of teachers saying that it allows their school to target resources to raise the attainment of disadvantaged pupils to a great extent or to some extent. However, enthusiasm is stronger among primary than secondary teachers, with 37% of primary teachers saying it helps to ‘a great extent’ compared with 23% of secondary teachers.

Table 1: To what extent does the Pupil Premium Grant allow your school to: Target resources to raise the attainment of disadvantaged pupils?

	All	Primary	Secondary
	%	%	%
To a great extent	30	37	23
To some extent	46	44	48
To a little extent	10	8	13
Not at all	2	1	2
Don't know	11	9	14
No response	0	1	
N =	1478	761	717

When asked to what extent the pupil premium allows their school to raise attainment for pupils that are falling behind, primary teachers were again more enthusiastic than secondary teachers, but a clear majority of both said it did so to a great extent or some extent.

Table 2: To what extent does the Pupil Premium Grant allow your school to: Target resources to raise attainment for those pupils that are falling behind?

	All	Primary	Secondary
	%	%	%
To a great extent	21	26	16
To some extent	49	49	49
To a little extent	13	12	15
Not at all	3	2	4
Don't know	12	9	16
No response	1	1	1
N =	1478	761	717

However, many schools see the premium as supporting improved attainment for all pupils, with 55% of primary and 40% of secondary teachers saying that it ‘target[s] resources to raise attainment for all pupils to a great or some extent.’

Table 3: To what extent does the Pupil Premium Grant allow your school to: Target resources to raise attainment for all pupils?

	All	Primary	Secondary
	%	%	%
To a great extent	10	14	7
To some extent	37	41	33
To a little extent	26	24	29
Not at all	11	9	13
Don't know	14	11	17
No response	1	1	1
N =	1478	761	717

And a significant number of schools also feel that the premium is plugging funding gaps left by reductions in the schools budget caused by tighter national spending. 50% of primary teachers and 44% of secondary teachers say that the premium has enabled them to continue activities that would not otherwise happen due to funding pressures in other areas of the schools budget.

Table 4: To what extent does the Pupil Premium Grant allow your school to: Continue activities that would not otherwise happen due to funding pressures in other areas of the school budget?

	All	Primary	Secondary
	%	%	%
To a great extent	17	20	13
To some extent	30	30	31
To a little extent	19	20	19
Not at all	14	15	14
Don't know	18	14	23
No response	1	1	1
N =	1478	761	717

How well is the pupil premium being used?

Each year, we have asked teachers how the pupil premium is being spent in their schools. A clear favourite continues to be early intervention schemes, an answer given by 31% of schools and almost equally popular in primary and secondary schools. One-to-one tuition is chosen by one in six schools. A significant minority of schools use the funding to employ extra teachers or teaching assistants, but this is more common in primary than secondary schools. However, relatively few schools choose some of the best low cost proven approaches, according to the Sutton Trust/EEF Teaching and Learning Toolkit, with only 4% citing improve feedback between teachers and pupils and 1% saying they use peer-to-peer tutoring.

Table 5: With the money received through the Pupil Premium, what is the main priority for extra spending at your school in 2014/2015?

	All	Primary	Secondary
	%	%	%
Reducing class sizes	3	3	3
Additional teaching assistants	10	14	5
Additional teachers	9	13	5
More one-to-one tuition	16	15	17
Peer-to-peer tutoring schemes for pupils	1	0	1
Improving feedback between teachers and pupils / providing more feedback that is effective	4	4	5
Early intervention schemes	31	32	30
Extending the breadth of the curriculum	2	3	1
Improving the classroom or school environment	1	1	1
Offsetting budget cuts elsewhere	2	1	3
Other	4	3	5
Don't know	17	11	22
None	0	0	0
No response	0		0
N =	1478	761	717

There have been changes over time in the responses teachers give to this question. There has been a decline in the number of teachers saying class size is a priority and, encouragingly, a drop in the proportion saying they 'don't know' (17% now compared to 28% in 2012). There has been a significant increase in the number of schools using the funding for early intervention schemes (up from 16% to 31%). There have also been small increases in the number of teachers saying premium funding goes towards improving feedback and one-to-one tuition.

Table 6: With the money received through the Pupil Premium, what is the main priority for extra spending at your school in 2014/2015 and 2011/12?

All teachers	2015	2012
Reducing class sizes	3	15
Additional teaching assistants	10	8
Additional teachers	9	5
More one-to-one tuition	16	10
Peer-to-peer tutoring schemes for pupils	1	0
Improving feedback between teachers and pupils / providing more feedback that is effective	4	2
Early intervention schemes	31	16
Extending the breadth of the curriculum	2	3
Improving the classroom or school environment	1	5
Offsetting budget cuts elsewhere	2	8
Other	4	1
Don't know	17	28
None	0	1
N =	1478	1676

What are the results?

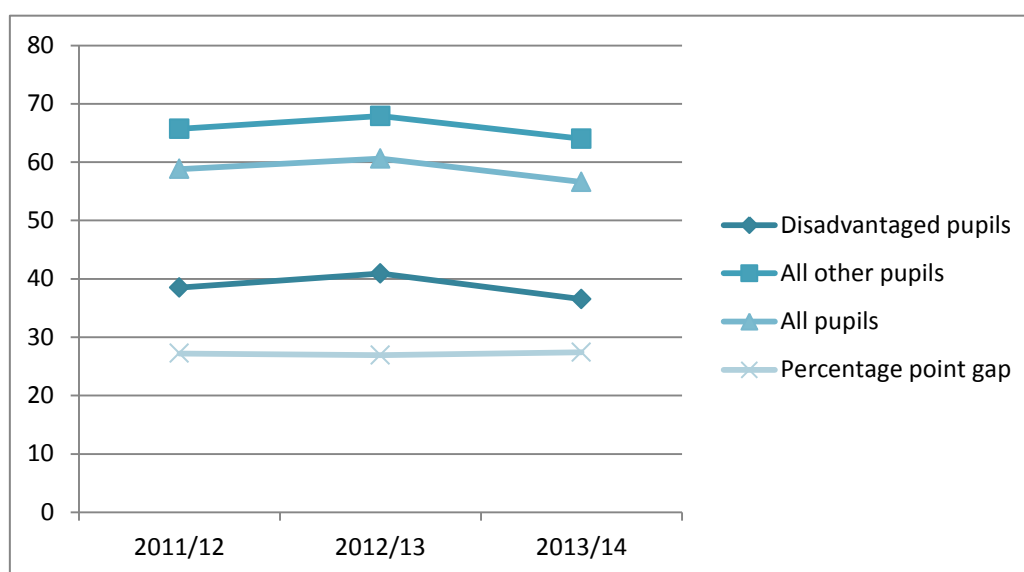
It may be too early to draw definitive conclusions on the effectiveness of the pupil premium, and there are challenges comparing data over time due to changes in how performance measures are calculated. But in the period when it has been available, there has been a narrowing of the gap in primary schools but as measured on the traditional five good GCSE measure and attainment at age 19, the gap has not narrowed significantly in secondary schools.⁹

⁹ The Department for Education notes that "In 2014 the proportion of pupils in both groups achieving this measure was lower than the two preceding years. This was affected by changes to how results are counted in performance measures, meaning

Table 7: Percentage of pupils achieving 5 or more grades A*-C including GCSE English & mathematics¹⁰

	2011/12	2012/13	2013/14
Disadvantaged pupils	38.5	40.9	36.5
All other pupils	65.7	67.9	64
All pupils	58.8	60.6	56.6
Percentage point gap	27.2	26.9	27.4

Figure 2: Percentage of pupils achieving 5 or more grades A*-C including GCSE English & mathematics



However, as Rebecca Allen discusses in her essay in this report, the government is developing a different way of measuring the impact on secondary schools which is closer to the measures likely to be used in the future to assess GCSE performance – the *Disadvantaged Pupils Attainment Gap Index* - based on a 'mean rank difference'. The GCSE Index will be calculated by ranking all candidates on their English and Maths scores, and then taking an average of these. They will then compare the average rank between pupils eligible for free school meals, and those not. This value is then 're-scaled' to a base of ten. Using this measure, the government calculates that the gap has narrowed by almost four per cent between 2012 and 2014.

Nevertheless, the evidence is that while the impact has been significant in individual schools, progress remains slow at a national level. With a spending review to come later in 2015, there is likely to be pressure on the premium to deliver more.

As it does so, there are a number of issues that we believe it needs to consider:

some qualifications no longer counted as GCSE equivalents, and only pupils' first entries in English Baccalaureate subjects were counted."

¹⁰ Department for Education, Measuring disadvantaged pupils' attainment gaps over time (updated), January 2015

- how well evidence is used to inform spending;
- whether to continue providing the premium on the basis of FSM ever rather than other measures of disadvantage;
- whether there should be more systematic rewards built in than at present for schools that successfully improve results for disadvantaged pupils;
- how the needs of both low attainers and able pupils are recognised in the pupil premium;
- whether it is right to continue with a lower premium in secondary schools.

Getting these answers right can help ensure that that the pupil premium delivers better results for disadvantaged pupils in the coming years, while ensuring that it provides value for money to the government.

FROM BRIGHT SPOTS TO A BRIGHT SYSTEM

SIR KEVAN COLLINS, CHIEF EXECUTIVE, EDUCATION ENDOWMENT FOUNDATION

The introduction of the pupil premium allowed us to get serious about addressing the scandal of poor outcomes for too many disadvantaged children.

Schools in every part of the country are leading the way and tackling the attainment gap head-on, improving results for their most disadvantaged pupils. But one of the biggest challenges we face is inconsistency: the variation between similar schools, serving all types of communities, is wide.

It's essential that we strive for a system which is reliable: where every child, of any background, can fulfil their potential and make the most of their talents.

Moving from bright spots to a system that delivers for all will be determined in a large part by the way we deal with autonomy, the extension of which has been one of the biggest changes in England since the 1980s. A head teacher in an English school today has a large degree of freedom over what is taught, how it is taught and how resources are allocated.

Understanding autonomy matters because it is a double-edged sword. It can drive innovation and enable schools to respond to the precise needs of its students and their families. It is understandably popular with school leaders, parents and policy-makers alike. But the dividing line between an autonomous school and an isolated one can be fine. Innovation only works at a system level if there is a mechanism to capture and share the knowledge that is generated.

At the Education Endowment Foundation, we believe that the key to unlocking autonomy's potential is evidence. If school leaders are able to use evidence to inform school improvement then autonomy can help achieve the goal of consistent excellence. Without evidence, the potential benefits of a school-led system may be lost.

The importance of evidence is greater today than ever before. In the last parliament, school funding was protected from wider public spending cuts. The future is undoubtedly going to get tougher and schools will no longer be able to put off difficult decisions. Without evidence, they will be even more challenging.

Evidence in practice

But what does using evidence mean in practice?

First, we should recognise that autonomy does not require every school to start with a blank sheet of paper. To create a successful school-led system we must support schools to spread the net wide and access to high-quality information about what others have tried in the past and what is going on today in other parts of the country.

When the EEF launched four years ago, few would have predicted there would be such an appetite within the system for evidence: both producing and consuming it. As testament to this, we now work with one in five of the country's schools to trial and evaluate cost-effective methods for raising the attainment of the most disadvantaged pupils. Since 2011 and

through 100 projects, we've helped more than 620,000 pupils in over 4,900 schools across England.

Our Teaching and Learning Toolkit developed in partnership with the Sutton Trust and Durham University, is a live resource that synthesises international evidence and the latest findings from EEF projects. The Toolkit is now used by half of all school leaders. But there are still too many schools disregarding the knowledge gained through the efforts of their peers. This is troubling, especially for schools with persistent attainment gaps.

The second step towards consistency is evaluation. Improving the status quo is difficult, and no approach will work in every classroom, which is why it is worth investing time and energy checking whether a new idea does create genuine improvement.

One of the most promising projects we've funded was an initiative delivered by the Calderdale Effectiveness Partnership that cost just over £50 per pupil. Designed to use self-regulation to improve writing skills, the project provided children with memorable experiences such as a trip to zoo, and gave them a structured approach to writing about it. Pupils made, on average, an additional nine months' progress; the impact on free school meals pupils was even greater, at 18 months.

To assess its impact as rigorously as possible, the evaluation was set up as a randomised controlled trial led by an independent evaluation team. We're now testing the project's effectiveness on a larger scale, working with 7,200 pupils in Leeds and Lincolnshire, and are hugely excited by its potential.

In addition to assessing an approach's impact on learning quantitatively, it's also important to try and work out the "why" and "how" questions that can be overlooked. In the case of Calderdale, it's unlikely the lions and tigers themselves that were the "active ingredients" that led to impact. Rather, the approach was about engaging pupils and teaching them how to plan, structure and self-evaluate accounts of their visit.

The final and most difficult step towards consistent excellence is making change stick. A school-led system requires courage and heads need both the nerve to try something new the confidence to resist the pressure to tinker with what is already working well. When an innovation appears to succeed it is a moment for celebration. But it is only when it is evaluated, embedded and reliably repeated that it truly makes a difference.

Impact on a larger scale

Finding effective ways to achieve impact on a larger scale is one of the obstacles we face in the drive to raise standards. While there is no one-size-fits-all solution, we do need better systems in place for sharing and collaborating.

The EEF's "Families of Schools" database also aims to encourage schools to share their successes widely. Launched earlier this year, the tool groups similar schools together on factors including prior attainment, percentage of pupils eligible for free school meals and the number of children who speak English as an additional language. For the first time, it allows schools to understand the size and nature of their attainment gap in relation to other similar institutions and to learn from the best-performing schools in their family.

To make a difference in the classroom, the details matter. To understand and implement something new requires time, professional development and, often, money. But we know that without paying attention to the details the effects seen in the early stages of an innovation are rarely replicated.

The history of education is strewn with plausible sounding ideas that turned out to be red herrings, or that worked wonders for a term before falling by the wayside. But putting in effort to evaluate and embed change is worth the effort. There is a great prize on offer: a consistent and school-led system providing better outcomes for our children.

THE TOOLKIT FOUR YEARS ON: LESSONS FOR SPENDING THE PUPIL PREMIUM

DR LEE ELLIOT MAJOR, CHIEF EXECUTIVE, SUTTON TRUST
PROFESSOR STEVE HIGGINS, DURHAM UNIVERSITY

It's the way you spend it

'It's not what you spend, it's the way that you spend it... that's what gets results'. This was one of the central messages that underpinned our first toolkit for schools, launched four years ago. The sentiments are even more pertinent today as the debate intensifies on how to deploy the annual £2.5 billion of pupil premium funds aimed at improving the attainment of disadvantaged pupils. Earlier this year the latest national test results brought once again the humbling news that despite our best efforts the stark gap between the country's education haves and have-nots persists.

In many ways, the arguments over the government's flagship policy for social mobility echo those aired during the early days of the last parliament. Yet there is one striking difference: teachers and policy-makers are now talking about evidence. References to research on what has worked in the classroom now abound in a way that is unrecognisable to the discussions last time round. At the same time, schools are bracing themselves for a period of unprecedented upheaval and uncertainty as the landscape for assessment, accountability and attainment all undergo major reform yet again, while budgets get squeezed.

The birth and success of the toolkit

Five years ago a perfect storm of conditions enabled the toolkit to thrive. We produced the original 20-page *Pupil Premium Toolkit* as the Sutton Trust's response to the then coalition government's newly unveiled pupil premium. Our argument was simple: How the billions of pounds would actually be spent by schools would be critical to its success. Our concern was that the government's suggested priorities for the funding (reducing class sizes for example) were not grounded in robust evidence.

This *Which*-style guide summarised the world's education evidence about interventions offering teachers best bets of what has worked more effectively in schools together with the relative costs of each approach. This enabled schools to decide how to allocate funding. Unlike other research summaries, the aim was to create a genuinely accessible guide for teachers. We estimated the extra months gain in learning for pupils that approaches might lead to (if delivered well). Its launch in 2011 came at a time when schools in England were being plunged into a 'high autonomy high accountability' regime. The Government was reluctant to 'tell' schools how to spend the pupil premium money; the toolkit was the only independent guidance available.

But it wasn't until the Education Endowment Foundation was created that the 'Teaching and Learning Toolkit' was developed into the interactive website you see today, and which attracts over 20,000 hits each month. It has flourished under the brilliant 'toolkit team' at the EEF. There are now 34 categories with a wealth of material for teachers. The guide has been extended to the early years summarising evidence on the best bets for 3 and 4 year old children in early years settings. The EEF has commissioned over 100 trials to produce

evidence from English schools to feed into the toolkit – and has put evidence at the heart of our education debates.

Referred to by Ofsted as part of its efforts to scrutinise how the pupil premium was being used in schools, it is perhaps not surprising that the toolkit is now referenced on many schools' websites. A study published by the Department for Education found that over half (52%) of secondary schools and a third (33%) of primary schools had used the toolkit, echoing the findings of the NFER Teacher Voice Omnibus survey for the Sutton Trust described at the beginning of this report. We have even found that the toolkit approach has attracted interest from beyond the UK, and in 2015 an Australian version was launched.

Three enduring questions

For all these achievements, the same tensions we wrestled with when first producing the toolkit are still apparent four years on. They point to at least three enduring questions about how evidence can be used most effectively to maximise the impact of the premium. First, how do we communicate research findings in a simple accessible way without losing the nuances of the evidence? Second, how do we encourage teachers to embrace evidence without slipping into a compliance culture where being seen to do the right thing is more important than the real impact? Third, how do we ensure evidence-based practice helps disadvantaged children in particular?

Key to the toolkit's success was its simplicity. We were at pains to convert the complex findings of thousands of academic reviews into succinct headlines to make it easily digestible for teachers. This included a measure of average impact, cost and robustness of evidence for each teaching approach. Crucially, we translated average effect size into the number of extra months' progress a child would experience over a school year.

The price for this was some rather worrying misinterpretation of the research. One of the most noteworthy findings was that teaching assistants, on average, didn't have any measurable impact on pupils' progress. Some school heads took this finding at face value prompting them to question whether they should employ teaching assistants at all. In fact, a more thorough reading of the toolkit evidence pointed to the need for better deployment, preparation and management of the assistants.

Another more recent example concerns effective feedback which the toolkit found to be one of the best bets to improve pupil outcomes. An increased focus on feedback among school inspectors, partly prompted by this finding, however has led to an unhelpfully narrow focus on marking in schools, which is just one element of effective feedback.

So, one enduring lesson is to be vigilant against the unintended consequences of research headlines. Moreover, there is now a growing number of teachers who want to explore the findings in much finer detail and go below the toolkit's headlines. Teachers might now be categorised in three groups: evidence-seekers, compliance chasers and the disengaged. The challenge is to cater to all of them while recognising that, like any tool, our resource will be most useful when in the hands of professionals.

Our hope was that the toolkit would help to counterbalance the increasingly strong accountability measures for schools, which now look likely to intensify further. Empowering teachers to improve their practice without implementing top-down demands is a delicate

balancing act. We may now need to reconsider how to ensure schools use their pupil premium effectively and avoid shallow compliance. There is a concern that schools have used the toolkit to justify pupil premium spending retrospectively, not really as part of their decision making process at all.

Finally, but most importantly, the real measure of success must be whether the toolkit has helped to improve the attainment of our most disadvantaged children. This of course is the driving mission for the work of the EEF. But a growing danger, made ever more real in this time of tightened budgets, is that pupil premium money may be directed towards other priorities and away from children and young people who are educationally disadvantaged in our society. All the debates about evidence will be academic if they receive no spending at all.

WHY IS IT SO DIFFICULT TO KNOW WHETHER, WHERE AND WHY THE PUPIL PREMIUM GAP IS CLOSING?

DR REBECCA ALLEN, DIRECTOR, EDUCATION DATALAB

The coalition government of 2010-2015 invested enormous amounts of money and political capital in trying to close the attainment gap between children from low-income families, and everyone else. Schools are now required by Ofsted to monitor how far they are succeeding in closing their own gap. We want to know whether they are making progress towards this goal at a national level. However, measuring national and school pupil premium gaps is fraught with difficulties. It certainly needs to be done, but done with great care.

The gap is closing on some measures and not on others

At first glance, things do not seem to be getting much better: the headline gap between the proportion of pupils gaining five good GCSEs, including English and maths, for non-pupil premium and pupil premium children is barely closing (it was 26.4 and 26.2 percentage points in 2011 and 2014, respectively). However, this is a relatively poor measure for monitoring the gap since it ignores many improvements.

It is a threshold measure only capable of changing when a student successfully achieves a C grade instead of a D grade, and not if they achieve an E rather than F or indeed an A rather than a B grade. For many children, it is their grade in English or maths that prevents them achieving five or more A*-C, including English and maths. This means the school's performance in this threshold measure hangs on the performance of one maths and one English teacher, each teaching the C-D borderline ability set for their subject. Since some Pupil Premium children are very low attaining, it is very hard for a school to bring large numbers over the five or more A*-C threshold, even if they make very substantial improvements to teaching.

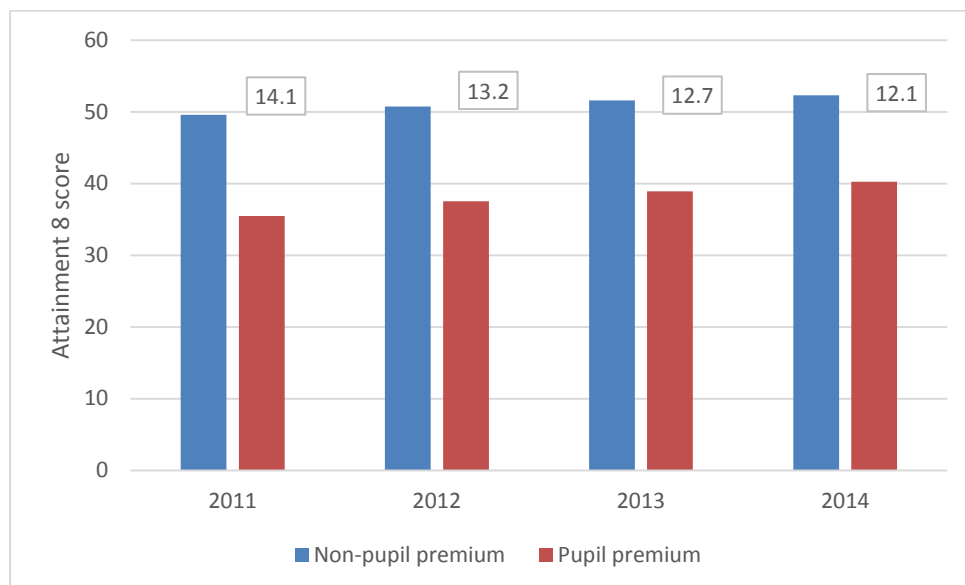
By contrast, on new accountability measures the gap is closing so fast that, if current trends continue, it will be zero by 2032! From 2016 onwards, school performance will be judged on pupil grades across eight subjects: English and maths, three subjects from science, computer science, history, geography and languages, plus any other three subjects. On this Attainment 8 measure, the gap has been narrowing fairly consistently each year. This gap has been closing particularly rapidly for children achieving a Level 4B or better in Key Stage Two tests at age 11.¹¹

Measuring the size of the pupil premium gap on this measure is more desirable because the grades of all pupils across a wide range of subjects contribute to Attainment 8 success, so it successfully identifies improvements even where they are happening for those pupils at the bottom - or top - of the attainment distribution. However, it is important to understand that Attainment 8 improves because grades improve and because subject entry mix has become better aligned with the more traditional academic subjects listed above. This change in subject entry mix is more pronounced for pupil premium children simply because this group were less likely to be following this type of curriculum in the past. The gap in the number of

¹¹ While level 4 is the 'expected standard' at Key Stage 2, Level 4B is a better predictor of the likelihood of achieving five good GCSEs.

Attainment 8 qualifying subjects has narrowed from 1.13 subjects in 2011 to 0.81 subjects in 2014. In fact, the pupil premium gap in entry patterns has now almost closed entirely for pupils with very high prior attainment.

Figure 3: The Attainment 8 pupil premium gap has been steadily falling



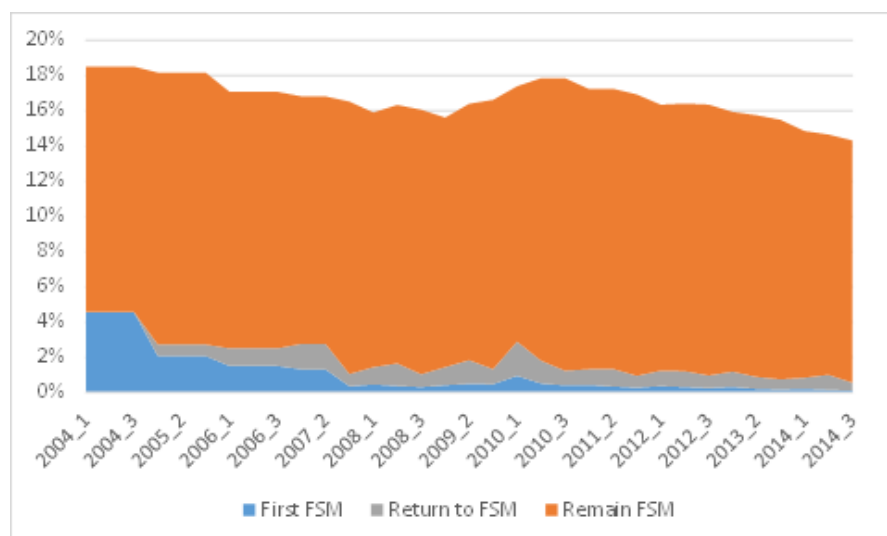
Eligibility for free school meals changes considerably by age and over time

Ideally we would want to assess the impact of the pupil premium on attainment gaps using a stable definition of educational disadvantage but eligibility for free school meals is far from stable. It is determined at any point in time by parental income and entitlement to out-of-work benefits. The list of eligible benefits grew considerably after 2001 and then shrunk under welfare reforms from 2011 onwards.

This bulging and then shrinking entitlement to benefits brings pupils into and out of the free school meals category that are likely to have quite different characteristics to those who have remained eligible under all definitions of the past decade. Furthermore, economic recessions bring a further group into the eligibility category who may be very different to those persistently not in work.

We see these patterns in the data when we track a single cohort born in 1997/8 from their time in reception through to age 16. A large number - 34% - experienced at least one spell of FSM recorded in the census.

Figure 4: Eligibility for free school meals rises in recessions, falls with benefit entitlement tightening and falls as children get older



The impact of the recession on eligibility is very visible in the data on the chart. More significantly, FSM eligibility falls as children get older simply because their family's benefits entitlement declines and parents are better able to access work with older children in the house. This has significant implications for how we monitor the gap at different stages of education. If those who remain on free school meals in secondary schools are from the families who are most disconnected with the labour market, we may find secondary school pupil premium gaps are largest here even with significant earlier interventions to modify the gap.

Concentrate on better results for pupil premium children, rather than narrowing the gap

Free school meals children are clearly different from one another, but they vary far less than the group who are not eligible for free school meals, since this group includes both those with bankers and cleaners as parents. And it is important to note that many non-FSM pupils come from lower income households than FSM pupils. (Hobbs and Vignoles¹² estimate that only around one-quarter to one-half of FSM pupils are in the lowest income households in 2004/5.) This is principally because the very act of receiving means-tested benefits and tax credits pushes children eligible for FSM up the household income distribution.

It is the diverse nature of the non-FSM pupils across England that means that is more difficult than we might think to compare pupil premium gaps across schools. A school may substantially narrow the gap by working hard to improve the attainment of their most deprived children, or through the accident of the characteristics of their ineligible children. Many schools have always had pupil premium gaps close to zero because their non-claiming pupils are no different in their social or educational background to their pupil premium children.

¹² Hobbs, G. and Vignoles, A. (2010) Is children's free school meal 'eligibility' a good proxy for family income? *British Educational Research Journal*, 36(4).

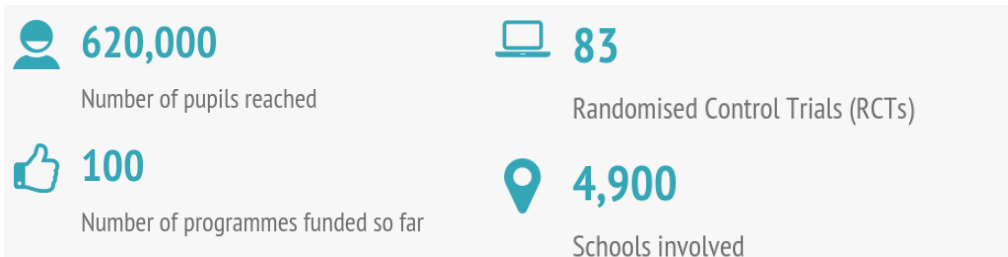
So, although it is gaps in achievement that contribute to social class inequalities and should be the national benchmark to assessing policy success, it is better for schools to concentrate their focus on the attainment of their FSM pupils rather than the size of their own pupil premium gap. The size of pupil premium gaps across schools can be compared across schools with similar demographic profiles, as is used in the Education Endowment Foundation's Families of Schools tool.

What matters to children from low-income families is that a school enables them to achieve a qualification to get on in life. If a low-income student gets a poor education from a school, it is little consolation or use for them to learn that the school served the higher income students equally poorly (the school's 'gap' was small).

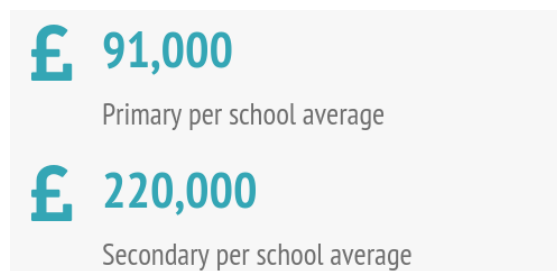
As it turns out, great schools tend to be great schools for all children in the school – the statistical correlation between who does well for FSM children and who does well for non-FSM children is very high. Moreover, schools can make a difference to the life chances of FSM children – there are huge differences in attainment for these children across schools, far larger than there are for children from wealthy backgrounds who do pretty well in all schools.

PUPIL PREMIUM – FAST FACTS

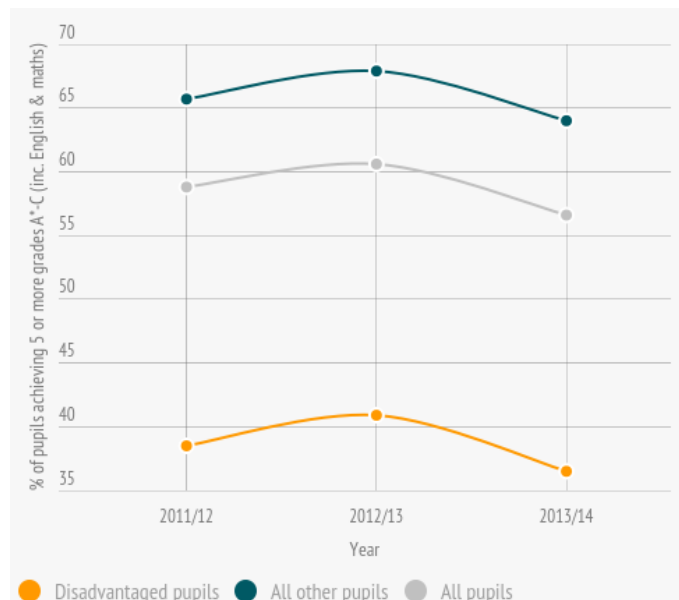
EEF RESEARCH STATISTICS



AVERAGE PUPIL PREMIUM ALLOCATION¹³



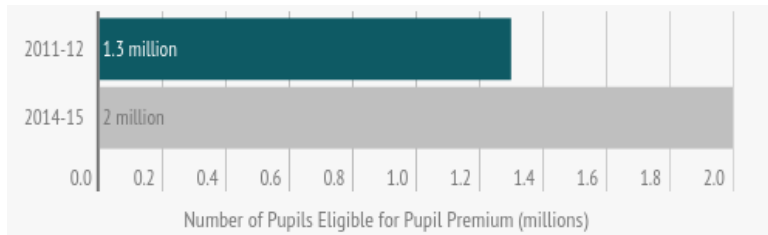
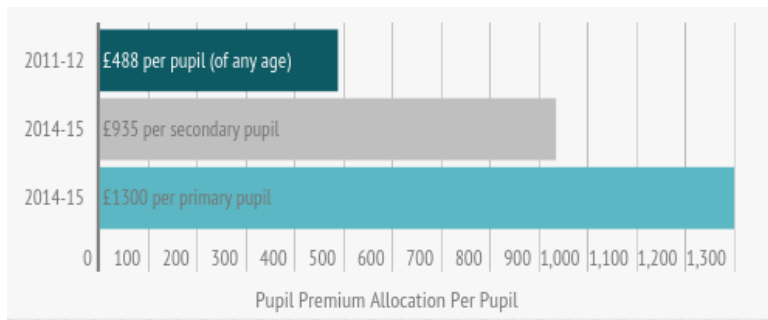
THE ATTAINMENT GAP BY PERCENTAGE OF PUPILS ACHIEVING 5 OR MORE GRADES A*-C INCLUDING GCSE ENGLISH & MATHEMATICS¹⁵



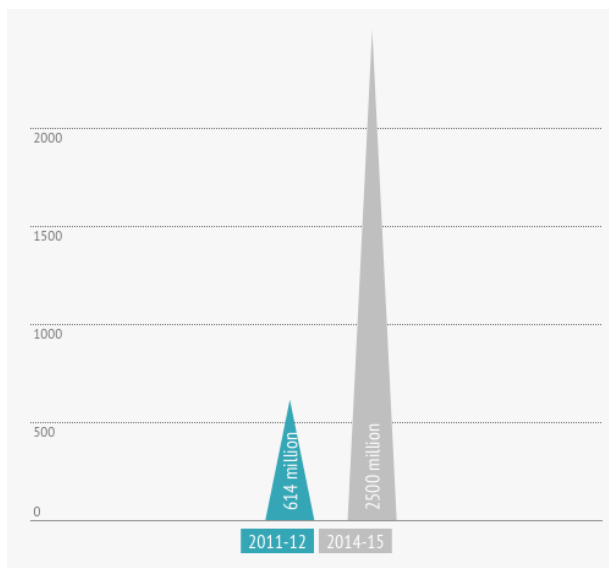
¹³ <https://www.gov.uk/government/publications/pupil-premium-2014-to-2015-final-allocations>

¹⁵ In 2014 the proportion of pupils in both groups achieving this measure was lower than the two preceding years. This was affected by changes to how results are counted in performance measures, meaning some qualifications no longer counted as GCSE equivalents, and only pupils' first entries in English Baccalaureate subjects were counted. Source: DfE analysis

NUMBER OF PUPIL PREMIUM ELIGIBLE PUPILS¹⁶



AMOUNT SPENT ON PUPIL PREMIUM TO DATE¹⁷



ABOUT THE SUTTON TRUST AND EDUCATION ENDOWMENT FOUNDATION



THE SUTTON TRUST

The Sutton Trust, a UK-based foundation set up by Sir Peter Lampl in 1997, is dedicated to improving social mobility through education. The Trust has funded and evaluated programmes that have helped hundreds of thousands of young people from low and middle income homes across all ages. It has published over 150 research studies that have had a profound impact on national education policy in Britain and received prominent coverage in the national news media.

As well as being a think tank, the Sutton Trust is a 'do-tank'. The Trust identifies and develops programmes to help non-privileged children, undertakes independent and robust evaluations, and scales up successful programmes, often on a national scale, attracting state funding. The Trust's work is highly cost-effective. An independent study by the Boston Consulting Group found that, on average, the Trust's programmes generate a return to beneficiaries of £15 for every pound invested, a figure that does not include the wider benefits to society.

www.suttontrust.com



THE EDUCATION ENDOWMENT FOUNDATION

The Education Endowment Foundation (EEF) is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents.

We aim to raise the attainment of children facing disadvantage by:

- Identifying and funding promising educational innovations that address the needs of disadvantaged children in primary and secondary schools in England;
- Evaluating these innovations to extend and secure the evidence on what works and can be made to work at scale;
- Encouraging schools, government, charities, and others to apply evidence and adopt innovations found to be effective.

We share evidence by providing independent and accessible information through the Sutton Trust-EEF Teaching and Learning Toolkit, summarising educational research from the UK and around the world. This Toolkit provides guidance for teachers and schools on how best to use their resources to improve the attainment of pupils. All EEF-funded projects are independently and rigorously evaluated and the results will be integrated into our Toolkit.

www.educationendowmentfoundation.com

SPEAKER BIOGRAPHIES

Sir Peter Lampl



Sir Peter is acknowledged to be the UK's leading educational philanthropist. He founded the Sutton Trust in 1997 to improve social mobility through education and remains the Trust's chairman.

He is also chairman of the Education Endowment Foundation set up in 2011 by the Sutton Trust with support from Impetus Trust funded by an endowment of £135 million from the Government to improve the performance of the poorest children in the worst performing schools.

Before establishing the Sutton Trust, Peter was the founder and chairman of the Sutton Company, a Private Equity firm with offices in New York, London and Munich.

Rt Hon Nicky Morgan MP



The Rt Hon Nicky Morgan was appointed Education Secretary and Minister for Women and Equalities on 15 July 2014. She has been Conservative MP for Loughborough since 2010.

Nicky has served as Parliamentary Private Secretary to the Rt Hon David Willetts MP, Cabinet Minister at the Department of Business, Innovation and Skills, and before that was a member of the BIS Select Committee. She served as an

Assistant Whip in the coalition government, until her appointment as Economic Secretary to the Treasury on 7 October 2013. She was appointed as Financial Secretary to the Treasury and Minister for Women on 9 April 2014.

David Hall



David is a trustee of the Education Endowment Foundation and a governor of Swanlea School in Tower Hamlets. He is a member of the boards of Vestra wealth managers and of Ricardo plc, and an advisory director of Campbell Lutyens. David was a member of the executive committee of the Boston Consulting Group and chairman of BCG's ten worldwide practice groups. He was the founder-leader of the financial services practice of BCG. David was chairman of the Financial Services Compensation Scheme (FSCS) from 2006 to 2012 and is a former non-executive director of C. Hoare & Co. He was awarded CBE for services to financial services, for his chairmanship of the FSCS.

Brian Lightman



Brian Lightman became General Secretary of ASCL on 1 September 2010. He served as president of the association in 2007-08.

Brian was educated at Westminster City School and the University of Southampton where he graduated with a BA (Hons) in German. He also has an MA in Education from the Open University. He taught modern foreign languages for 16 years in three comprehensive schools in the South East of England before becoming headteacher of Llantwit Major School in 1995 and then headteacher of St Cyres School, a large, mixed 11-18

comprehensive in Penarth, Vale of Glamorgan, from 1999-2010. Brian is acknowledged as an authority on the English and Welsh education systems. Brian is a Patron of the National Citizen Service and serves on the boards of the Careers and Enterprise company and the PiXLEdge charity.

Dame Sharon Hollows



Charter Academy has standards that are amongst the highest in the country, with 83% of students achieving the gold standard of 5 A* - Cs including English and maths in 2014. This made Charter the most improved secondary school in the country. Behaviour is excellent and the academy is oversubscribed.

Charter doesn't serve an affluent community. The catchment area is one of the poorest in the country. 62% of the students receive pupil premium. In 2009 when the Academy converted, only 23 students were expected to start year 7.

In 2015 Charter was awarded the National Pupil Premium Award in recognition of their outstanding provision for disadvantaged students. Dame Sharon previously led the most improved primary school in the country.

Russell Hobby



Russell Hobby was born and raised in Abingdon, Oxfordshire, attending St Nicholas CE Primary and John Mason Secondary School. He studied philosophy, politics and economics at Corpus Christi College, Oxford.

In 1998, he joined the management consultancy Hay Group. Within a year of joining, Russell was working on education projects, including research into teacher effectiveness for the then DfES. This was the start of his strong association with issues of leadership and management in schools. In 2000, he helped to set up Transforming Learning – a 'dot com' business unit dedicated to collecting pupil feedback on classroom climate via the internet. Transforming Learning was used in over 2000 schools. In 2003 he founded Hay Group's education practice, leading a team of consultants working directly with leadership teams in hundreds of schools of every phase, size and location, as well as government agencies.

Taking up the post as General Secretary of the NAHT, in September 2010, has given him the opportunity to campaign directly for the conditions that enable people to be great leaders in our schools.

Clare de Sausmarez



Clare is Headteacher at the Federation of Belle Vue Infant and Newport Junior Schools in Hampshire. Earlier in 2015 her school won a Pupil Premium Award in the Infant and Key Stage 3 category. The school introduced effective strategies to improve the achievement of disadvantaged pupils, resulting in sustained improvement in raising their attainment. In particular, the school invested in one-to-one activities as well as a summer club where small groups received extra support in reading, writing and maths. Parents of pupil premium pupils were invited into the school to discuss their child's education and learning, and parent play sessions have also engaged fathers, who were previously hard to reach. Clare began her teaching career in Inner London. She has been teaching for 27 years and has been a Headteacher for 15 years.

Sir John Dunford



John is the government's National Pupil Premium Champion, an independent role in which he works part-time with schools and local authorities on the effective use of pupil premium funding to raise the educational achievement of disadvantaged pupils, reporting back to the Department for Education on issues raised by school leaders and teachers. John is chair of Whole Education and the charity Worldwide Volunteering. He carries out educational consultancy for a range of organisations and is a governor of St Andrew's CofE Primary School in his home village in Leicestershire.

Sir Michael Wilshaw



Sir Michael was appointed Her Majesty's Chief Inspector of Education, Children's Services and Skills on 1 January 2012.

Prior to joining Ofsted, Sir Michael had a distinguished career as a teacher for 43 years, 26 of these as a headteacher in London secondary schools, and most recently as Executive Principal at Mossbourne Community Academy in Hackney. In addition to leading Mossbourne Community Academy, Sir Michael was Director of Education for ARK, a charitable education trust running a number of academies across England.

Sir Kevan Collins



Kevan has worked in public service for over twenty-five years and became the first EEF Chief Executive in October 2011, having previously been Chief Executive in the London Borough of Tower Hamlets. Prior to this role he led a distinguished career in education – starting off as a primary school teacher, leading the Primary Literacy Strategy as National Director, and then serving as Director of Children's Services at Tower Hamlets. Kevan also gained international experience working in Mozambique and supporting the development of a national literacy initiative in the USA. He completed his doctorate focusing on literacy development at Leeds University in 2005.

Lee Elliot Major



Lee is Chief Executive of the Trust and leads on our development work. He oversaw the trust's research work from 2006-2012.

He is a trustee of the Education Endowment Foundation, and chairs its evaluation advisory board. He has served on a number of Government advisory bodies on social mobility and education. He is an adviser to the Office for Fair Access, and sits on the Social Mobility Transparency Board. He commissioned and is a co-author of the Sutton Trust-EEF toolkit for schools. He was previously an education journalist, working for the Guardian and Times Higher Education Supplement.

Steve Higgins



Steve Higgins is Professor of Education at Durham University.

Steve joined the School of Education in September 2006 from Newcastle University, where he was the founding Director of the Research Centre for Learning and Teaching. Before working in higher education he taught in primary schools in the North East where his interest in children's thinking and learning developed.

He is one of the authors of the Sutton Trust/EEF Teaching and Learning Toolkit and has given more than thirty keynote presentations and talks on using research evidence to support more effective spending in schools to policy and practitioner audiences based on this work. He has an interest in developing understanding of effective use of research evidence for policy and practice.

Becky Allen



Rebecca Allen is Director of Education Datalab, on leave from her academic position as Reader in Economics of Education at UCL Institute of Education. She is an expert in the analysis of large scale administrative and survey datasets, including the National Pupil Database and School Workforce Census. Her research interests include school accountability, measuring performance, pupil admissions and teacher labour markets. She has experience of leading and delivering large research projects that have been funded by Government, research councils, educational foundations and charities. Rebecca is co-organiser of the PLASC/NPD User Group, a member of the researchED Advisory Panel,

the Sutton Trust Research Advisory Group, the ARK Mathematics Mastery Development Board and Teach First Impact Advisory Group.

Tim Leunig



Tim Leunig is Chief Scientific Adviser and Chief Analyst at the Department for Education. He is also Associate Professor of Economic History at the London School of Economics.

He holds a PhD in economics, and has written widely on current and historical economic issues. He is a fellow of the Royal Historical Society, the Royal Statistical Society, and the Royal Society of Arts.

John Tomsett



John Tomsett has been a teacher for 27 years and a Headteacher for twelve. He is Headteacher at Huntington School, York. He writes a blog called "This much I know..." and is a co-founder of the Headteachers' Roundtable Think Tank. His first book is called, "Love over Fear, This much I know about growing truly great teaching." He remains resolutely wedded to teaching and helping colleagues improve their teaching.

