

ST MARTIN-IN-THE-FIELDS HIGH SCHOOL FOR GIRLS

A Church of England Academy

Service Compassion Justice Perseverance



SUMMARY OF EEF STRATEGIES USED TO SUPPORT THE PUPIL PREMIUM GRANT 2017-2018

“If we can respond to the massive challenge to use the Pupil Premium funding to close the gap, we will have gone a long way to fulfil the purpose of education for the young people who need it most. We will have accepted the notion that no young person, by virtue of their birth, should necessarily achieve less than others”

(Sir John Dunford National Pupil Premium Champion,
September 2013 to August 2015)

EDUCATION ENDOWMENT FOUNDATION TEACHING AND LEARNING TOOLKIT

Linked to the Teaching and Learning Toolkit provided by the Education Endowment Foundation (EEF)

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

This grid gives an overview of all the interventions the EEF have researched to date. The Toolkit currently “covers 34 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.” (EEF: September 2015). Highlighted in green are the main focus areas for the 2017-2018 academic year, however all topics/interventions are addressed at St Martin’s all of which are listed in the grid below.

School Code: **AI**= additional intervention, **WC**= whole class, **B**= offered as both part of whole class teaching and additional intervention. **N/A**= not currently using this intervention at St Martin’s

£	The EEF found that the intervention would have very low costing
£ £	The EEF found that the intervention would have low costing
£ £ £	The EEF found that the intervention would have moderate costing
£ £ £ £	The EEF found that the intervention would have high costing
£ £ £ £ £	The EEF found that the intervention would have very high costing

The £ signs (cost) represent cost estimations based on the approximate cost of implementing an approach in a class of 25 students, Where the approach does not require an additional resource, estimates are based on the cost of training or professional development which may be required.

X	The EEF found very limited evidence to support proposed impact
X X	The EEF found limited evidence to support proposed impact
X X X	The EEF found moderate evidence to support proposed impact
X X X X	The EEF found extensive evidence to support proposed impact
X X X X X	The EEF found very extensive evidence to support proposed impact

The X signs (evidence) represent the amount of evidence that supports the impact given, this affected by the availability of evidence, the methodological quality of the primary evidence; and the reliability or consistency of this impact across the studies reviewed.

Average impact is estimated in terms of the additional months' progress you might expect students to make as a result of an approach being used in school, taking average student progress over a year as a benchmark. For example, research summarised in the Toolkit shows that improving the quality of feedback provided to students has an average impact of eight months. This means that students in a class where high quality feedback is provided will make on average eight months more progress over the course of a year compared to another class of students who were performing at the same level at the start of the year.

EEF TOOLKIT WITH FOCUS ON PUPIL PREMIUM FOR 2017 TO 2018

School Code	Intervention	Cost					Evidence				Average Impact	Summary of how the intervention is addressed at St Martin's
		£	£	£	£	£	X	X	X	X		
B	Arts Participation	£	£				X	X	X		+2 months	-Additional clubs offered are music club and choir.
B	Aspiration Interventions	£	£	£			X				0 months	-Aspiration is a feature of all other interventions offered at St Martin's
B	Behaviour Interventions (Continued 2017-2018)	£	£	£			X	X	X	X	+4 months	-Individual interventions offered by the learning mentors. -Individual interventions offered by the inclusion team. -Pastoral support given by the Progress Leaders. -Support given by form tutor. -Clear expectations set out in the St Martin's Behaviour Code. -Support given by Behaviour Manager
N/A	Block Scheduling	£					X	X			0 months	
WC	Collaborative Learning	£					X	X	X	X	+ 5 months	-Promoted through CPD. -Assessed as part of appraisal. -Monitored by learning walks conducted by SLT.
B	Digital Technology	£	£	£			X	X	X	X	+4 months	-New assessment tracking systems to support teachers with assessment. -Investment in new computers and upgraded suite and programmes to support learning (accord) -Investment in show my homework- an online program to boost the uptake of homework. -Specific training for staff and students on new programs and technologies e.g. google classroom -Laptops available for use in the classroom -A new computing curriculum that has been developed in line with the new curriculum aimed at developing skills in a practical context
N/A	Early years Intervention	£	£	£	£	£	X	X	X	X	+ 6 months	Not used at St Martin's
AI	Extending School Time (Focus for 2017-2018)	£	£	£			X	X	X		+ 2 months	-Offered as additional teaching sessions for year 11 as compulsory period 7 for core subjects and foundation subjects offer after school

B	Mentoring	£	£	£				X	X	X			+ 1 month	<p>-Year 12 and 13 students act as success ambassadors- they support with younger year groups through by assisting in tutor period and at lunch time with reading, homework and embedding specific learning skills and knowledge. Also supporting with language for students with EAL (Spanish)</p> <p>-More structured mentoring sessions are offered by learning mentors and by external providers</p>
B	Meta-Cognition and Self-regulation Focus for 2017-2018	£	£					X	X	X	X		+ 8 months	<p>-Meta-cognition and self-regulation approaches aim to help learners think about their own learning more explicitly</p> <p>-Currently addressed through Quality First teaching within classrooms and is assessed as part of appraisal.</p> <p>-The language of learning has been addressed as part of CPD delivered by the English department looking at the use of positive language and using accurate language. This will be a central focus of all teaching across the school.</p> <p>-Monitored by learning walks conducted by SLT and Subject leaders</p> <p>-Specific interventions are offered by the learning mentors, the inclusion team</p> <p>- Whole-school reward scheme linked to motivation which is run half termly.</p> <p>-Year reward schemes that promote learning and engagement.</p> <p>-There is a whole school praise assembly held term designed to boost motivation across the school. There are also Year praise assemblies</p> <p>-There are golden tickets which students receive if they 'get caught doing something good' A Cupcake reward is given out on Friday and names are entered into a prize draw that takes place at the end of each term</p> <p>-Prefects including the Head Girl have a large influence in the decisions made in school. They also support with duties and with younger students in the school</p>
AI	One to one tuition Focus for 2017 to 2018	£	£	£	£			X	X	X	X		+ 5 months	<p>-Specific interventions led by teaching assistants to promote literacy and maths attainment</p>

WC	Setting or Streaming	£						X	X	X			-1 month	-Students are set in Maths and science in key stage 3 and 4. All other subjects are mixed ability including English. The English team have evidence in tracking and monitoring that shows that mixed ability benefits all students. Students are moved in maths and science sets as a result of test results and tracking.
AI	Small group tuition	£	£	£				X	X				+ 4 months	-students have access to specific small group interventions that support learning across the curriculum. -Selected students have access to small group tuition to support with social understanding and behaviour choices, these are led by the inclusion team.
B	Social and Emotional Learning (Focus for 2017 to 2018)	£						X	X	X	X		+ 4 months	-Whole school collective worship and tutor collective worship programmes are daily and supports the school's Christian ethos and wellbeing and SMSC. This supports social and emotional development of all students -Specialised wellbeing programme introduced to year 7 and 8 in 2016 and to the whole school in 2017 -A clear and positive ethos is promoted throughout school. Staff take the time to know individual students- looking specifically at their background to ensure that they can support students with social and emotional difficulties. -Student voice -There is a structured transition program to ensure new students settle into the life of the school. -Transition meetings are held between key members of staff to ensure that relevant information is passed on when students move between primary and secondary school -staff briefing is held on Monday morning to ensure that all information is shared. Focus Friday briefing is to share best practice and pedagogy
B	Sports Participation	£	£	£				X	X				+ 2 months	-Students can attend Key Stage 3 or Key Stage 4 after school sports club -Students can also participate in basketball along with other sporting activities. All clubs are free to attend.

