

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

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| £ | 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.

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| 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 |
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| | | £ | £ | £ | £ | £ | 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 |

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| | | | | | | | | | | | | | | | | -Reading club is offered to all students after school but is not compulsory -Breakfast club is offered to all students and runs from 8 am daily- this being an opportunity to develop social understanding |
| WC | Feedback (Focus for 2017-2018) | £ | £ | | | | | | | X | X | X | | | + 8 months | -Promoted through CPD and strategies shared with all staff -Monitored by learning walks conducted by Heads of Department and SLT -Specific feedback will be part of a whole school target assessed through the appraisal system and learning audits -SLT and Lead Practitioner will work with Heads of Department to ensure that effective feedback is happening and that verbal feedback is recorded -Heads of Department to conduct learning audits with a specific focus on feedback given Work scrutiny and monitoring with best practice shared across the school |
| n/a | Homework (primary) | £ | | | | | | | | X | X | X | | | + 1 month | Not used at St Martin's |
| WC | Homework (Secondary) | £ | | | | | | | | X | X | X | | | + 5 months | -Investment in show my homework- an online program to boost the uptake of homework. -The development of new app for Maths and Humanities with rewards and initiatives -Students are offered the opportunity to attend homework club |
| WC | Individualised Instruction | £ | £ | | | | | | | X | X | X | | | + 2 months | -Offered as part of Quality First teaching through effective differentiation in class. -Promoted through CPD by SENDCo |
| WC | Learning Styles | £ | | | | | | | | X | X | X | | | + 2 months | -Offered as part of Quality First teaching through effective lesson planning and a diverse curriculum that takes account of different learning needs. |
| WC | Mastery learning | £ | £ | | | | | | | X | X | X | | | + 5 months | |

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| 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> |

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| | | | | | | | | | | | | | | | <ul style="list-style-type: none"> -Specific social interventions led by the inclusion team to promote social awareness and understanding. -specific social interventions led by the Inclusion team to encourage emotional regulation and self-awareness -specific interventions led by the form tutors to promote positive behaviour choices -Specific interventions focused on Speech and Language development via the Inclusion team -Additional reading lessons provided by the school librarian |
| WC | Oral Language interventions | £ | £ | | | | | | X | X | X | X | | + 5 months | -Specific interventions designed to boost comprehension and understanding in literacy through the inclusion team |
| AI | Outdoor adventure learning | £ | £ | £ | | | | | X | X | | | | + 3 months | <ul style="list-style-type: none"> -The Duke of Edinburgh Award is offered to key stage 5 students this has been offered for a number of years now. -Students are encouraged to participate in outdoor activities through the PE curriculum. - Subsidised residential trip once a year which involves outdoor learning at Brecon Beacons for Year 7 Outdoor activities and visits through science to Kew Gardens |
| B | Parental Involvement Focus for 2017-2018 | £ | £ | £ | | | | | X | X | X | | | + 3 months | <ul style="list-style-type: none"> -Active Parent Partnership Group -Use of praise postcards, phone calls or text messages home to encourage positive discussion in the home. -opportunities for parent voice to be heard by holding regular focus groups, offering surveys for parents to complete and completing telephone questionnaires with parents - Parents evening is held once a year and is an opportunity for parents to discuss their child's progress across the curriculum -Progress reviews sent home termly for cross curricular attainment information -There is a structured annual review system in which parents get a full report about their child's progress and are subsequently invited to a meeting to discuss this further -There is a parent forum on the website |

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| B | Peer Tutoring | £ | £ | | | | | X | X | X | X | | | + 6 months | -takes place when older students support the younger students during the daily morning reading sessions. --CPD delivered giving specific ideas to encourage peer tutoring. -During lessons- Students are encouraged to discuss each other's learning. This is monitored as part of the appraisal system and through learning walks conducted by SLT. | | |
| | Performance Pay | £ | £ | | | | | X | | | | | | 0 months | -This is now a statutory requirement and runs as part of the appraisal process | | |
| B | Phonics (Focus for 2017-2018) | £ | | | | | | X | X | X | X | | | + 4 months | -Students have access to a range of phonic based resources that supports their learning. -Discrete teaching of phonics occurs as part of English lessons. -Additional teaching of phonics occurs for identified students -A TA has been trained to deliver phonics based curriculum -Teachers have access to phased phonic books and schemes to support learning. | | |
| B | Physical Environment | £ | £ | | | | | X | | | | | | 0 months | -Staff have access to generally well-equipped learning environments which support the diverse curriculum on offer. | | |
| B | Reading Comprehension Strategies | £ | | | | | | X | X | X | X | | | + 5 months | | | |
| WC | Reducing Class sizes | £ | £ | £ | £ | £ | | X | X | X | | | | + 3 months | -The highest number of students in a class is 30, we have a marketing strategy to address our current falling roll. Therefore class sizes are small in all year groups | | |
| N/A | Repeating a year | £ | £ | £ | £ | £ | | X | X | X | X | | | -4 months | -We do not endorse this intervention at St Martin's in key stage 3 and 4. Under exceptional circumstances it has been allowed in the 6th Form. This is being reviewed going forward due to funding issues | | |
| B | School Uniform | £ | | | | | | X | | | | | | 0 months | -Students have a new school uniform introduced September 2017. This has impacted positively on their confidence, attitude to learning and general approach to school | | |

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| 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. |

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| | | | | | | | | | | | | | | | | | | | | | | | | | <ul style="list-style-type: none"> -All students access PE and older pupils can complete a sports leaders qualification. -The Duke of Edinburgh Award is offered to Key Stage 5 students -There is a cycling project that was introduced September 2017 and is offered to a small group of key stage 3 students. This is a time framed project that will allow a number of groups of students to get involved in this project. |
| I | Summer Schools | £ | £ | £ | | | | X | X | X | X | | | | | + 2 months | <ul style="list-style-type: none"> -Tuition is offered to students during half term, saturday and Easter this has an academic focus. More social activities are being investigated for the summer 2018. The government funding has ceased and the school budget is limited. | | | | | | | | |
| B | Teaching Assistants | £ | £ | £ | £ | | | X | X | | | | | | | + 1 month | <ul style="list-style-type: none"> -There are 8 teaching assistants who support students with identified needs, the teaching assistants have diverse roles and responsibilities. The main role of all the TA's is to support the teaching and learning of all students at St Martin's. -The behaviour manager supports behaviour across the school offering interventions, strategies and support. -There is a named TA who manages the library and also supports reading for those with low literacy levels -Learning mentors support learning in a variety of ways offering different interventions. | | | | | | | | |