



together we shine

Khalsa Primary School

Pupil premium

2017 – 2018

Rates for eligible pupils (DfE):

The PPG per pupil for 2017 to 2018 is as follows:

Disadvantaged pupils	Pupil premium per pupil
Pupils in year groups reception to year 6 as recorded as Ever 6 FSM	£1,320
Pupils in years 7 to 11 recorded as Ever 6 FSM	£935
Looked after children (LAC) defined in Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£1,900
Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£1,900

The Pupil Premium funding for 2017 – 18 includes pupils recorded in January 2017 school census who are known to have been eligible for free school meals (FSM) since May 2011, as well as those first known to be eligible at January 2017.

Allocations for mainstream schools:

For the purposes of these conditions of grant, mainstream school means infant, junior, primary, middle, secondary, high schools, special school and pupil referral units. It does not include general hospital schools or other alternative provision.

DfE allocates PPG to schools and local authorities (who must allocate for each FTE pupil on the January 2017 school census, at each school they maintain) the following amounts:

- £1,320 per pupil for each Ever 6 FSM full time equivalent (FTE) pupil aged 4 and over in year groups reception to year 6, except where the pupil is allocated the LAC or post-LAC premium
- £935 per pupil for each Ever 6 FSM FTE in year groups 7 to 11, except where the pupil is allocated the LAC or post-LAC Premium
- £1,900 per pupil for each post-LAC in year groups reception to year 11
- £300 for each pupil aged 4 and over in year groups reception to year 11 who is either Ever 6 service child FTE or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

Terms on which PPG is allocated to schools

The grant may be spent in the following ways:

- for the purposes of the school, that is for the educational benefit of pupils registered at that school
- for the benefit of pupils registered at other maintained schools or academies
- on community facilities; for example, services whose provision furthers any charitable purpose for the benefit of pupils at the school or their families, or people who live or work in the locality in which the school is situated

The grant does not have to be completely spent by schools in the financial year beginning 1 April 2017, some or all of it may be carried forward to future financial years.

Allocation and payment arrangements

PPG allocations are confirmed in June 2017, once pupil number data from the January 2017 census has been validated and agreed. PPG is paid to local authorities in quarterly instalments by:

- 30 June 2017
- 29 September 2017
- 29 December 2017
- 30 March 2018

Khalsa Primary School's approach:

- **Quality First Teaching:**

Teachers and support staff provide good quality teaching and learning to enable all pupils to learn and achieve at least expected levels. Staff plan carefully and use differentiation to address the specific needs of individual and groups of pupils. They regularly assess all pupils during lessons and through marking and feed the information gathered into planning. They carefully and rigorously monitor the progress of all pupils and meet needs through changing planning and teaching approaches.

- **Teaching Assistant support:**

During lessons, Teaching Assistants (TAs) support individual and groups of pupils. They do this by sitting with a group or individual pupils during whole class sessions and helping them focus. They ask additional questions and explain further so that the pupils understand. They use specific resources to support identified pupils. During task time, TAs work with identified groups and provide support through differentiation, questioning, additional resources, etc. They also act as role models and help pupils develop their skills in speaking and listening.

- **Intervention support:**

Teachers and TAs provide additional support for identified pupils. The pupils are identified through marking, assessments and data analysis. The additional support may take place during assembly time, lunch time or in the afternoon. The staff focus on pupils who are not at the same level as other pupils and need targeted support to help them catch up. TAs focus mostly on providing intervention support during the afternoons. The focus may be led by class needs or whole school needs. For example, during spring term 2018, all intervention support has focused on reading – one to one reading, phonics, word games, discussion of books read at home, etc.

- **Before and after school booster sessions:**

- From February onwards year 6 pupils receive additional targeted teaching by coming to school at 8.00am on three mornings per week.
- Across the school (years 1 to 5), class teachers organise after school booster sessions for identified children who are not making expected progress. The groups are kept small (maximum 10 pupils) to ensure that all pupils receive sufficient attention.

- **Clubs during school holidays:**

- Year 6 pupils attend sessions during the Easter break. The sessions are led by year 6 class teachers and Teaching Assistants. The focus is on preparing pupils for SATs.
- Additionally PSD organise 'Fun Sessions' which are accessed by all pupils across the school. One of the purposes of the PSD sessions is to provide a facility for parents and carers who work. We also encourage children who normally do very little during the holidays and would benefit from being with other children and developing effective social skills. The sessions include lots of physical activities and team sports.

- **Morning club:**

The 'morning club' is led by TAs and the PE instructor and provides opportunities for pupils to take part in physical activities or simple table top fun activities. The facility is accessed mostly by parents and carers who work. We also encourage pupils to attend who have a tendency to be late for school. Some of the pupils are targeted as they need to develop good social skills or healthier life styles.

- **School trips and year 6 residential:**

We use school trips and visitors to enhance and enrich the curriculum and provide exciting opportunities for pupils to learn new knowledge as well as develop and embed skills. For example, we organise theatre workshops, pantomimes, residential trips and invite external visitors. In order to encourage and enable all children to attend, financial support is given.

Staffing 2017 – 18 to support pupil premium initiatives:

Year	Teaching staff	Support staff - Teaching Assistants and nursery nurses	Support staff – time allocation
Nursery	Mrs Dhiri	Mrs Gandhi Mrs Singh	Full time Full time
Reception	Ms Panesar	Mrs Singh	Full time
Reception	Ms Kamboj	Ms Gill	Full time
Year 1	Mrs Adhikari	Ms Mutto	Full time
Year 1	Ms Harrid	Mrs Shah	Full time
Year 2	Ms Gill	Mrs Sirpal Mrs Sehdev	Full time Part time – 0.5
Year 2	Ms Macdonald / Ms Potheary	Mrs Sethi Mrs Sehdev	Full time Part time – 0.5
Year 3	Ms Jutla	Mrs Dhatt	Part time – 0.5
Year 3	Mr Reed	Mrs Dhatt	Part time – 0.5
Year 4	Mrs Kaur	Ms Registe	Part time – 0.5
Year 4	Mr Wells	Ms Registe	Part time – 0.5
Year 5	Ms Badhan	Mrs Brar	Part time – 0.5
Year 5	Ms Morris	Ms Chahal	Part time – 0.5
Year 6	Ms Birk	Ms Sidhu	Full time
Year 6	Ms Butler / Mr Brandreth	Ms Ladha	Full time
<p>Music: Ruth Fortey PPA: Mrs Desai, Mrs L Kaur PE provided by PSD by Mr Hughes, Instructor Morning club, After school clubs – Three days per week.</p>			

Pupil Premium Funding 2017 - 18

The funding allocation is:

- £1,320 for each eligible primary aged pupil
- £1,900 for each Looked After Child

For Khalsa Primary school, the funding allocation for 2017-2018 is as follows:

Number of pupils and Pupil Premium Grant (PPG) received				
Academic year	2014-15	2015 – 16	2016 - 17	2017 - 18
Total number of pupils on roll (at time of spring census)	352	412	466	467
Total number of pupils eligible for PPG (Ever)	41	70	81	80
Amount of PPG received per pupil	£1300	£1300	£1300	£1320
Total amount of PPG Received in	£53300	£92158	£105,600.00	£105,600.00

In terms of the number of pupil premium pupils, the information is as follows:

Year Group	Number of disadvantaged children (‘disadvantaged’ refers to children who are eligible for pupil premium funding)	Percentage of year Group %
Reception	7	12
1	5	8
2	4	7
3	8	15
4	14	25
5	11	19
6	15	26

For 2018-19, the funding allocation is:

- £1,320 for each eligible primary aged pupil
- £2,300 for each Looked After Child

For Khalsa Primary School, the funding allocation for 2018-2019 of £102,960 will reflect the allocation for 2017-18 but there will be a formal review of the impact of Pupil Premium funding in the first half of the autumn term 2018.

At Khalsa the main barriers to educational achievement are:

- Parental support for children's learning is not always consistent. Some parents are often unable to support their children's learning at home for a range of reasons, including high levels of English as an Additional Language (EAL) in the family, lack of knowledge of the expectations of the curriculum, lack of strategies and ideas to support at home.
- At various points of entry to the school, our children often enter the school with low levels of spoken English and language skills well below those expected for their age; with significant speech and language delay.
- Speech and language needs – a high proportion of our pupils have speech and language needs and have not accessed specialist speech and language support prior to entry to school.
- Poor attendance and punctuality with some families lacking awareness of the impact of low attendance on educational achievement is an issue with some families. Some families do not fully understand the importance of punctuality in relation to attainment and pupil progress. A few families exhibit resistance to improving their children's punctuality and attendance
- A number of our pupils come from families with high levels of poverty and as a result they have not had access to broad and rich life experiences.

Key principles for using pupil premium at Khalsa Primary:

1. We are committed to raising achievement for pupils who are eligible for Pupil Premium. We are fully aware that these pupils must make faster progress than non-eligible pupils.
2. We strive to 'bring out the best' in this group of pupils and support them to achieve the highest levels.
3. We create a package of support to tackle the range of barriers including; attendance, behaviour, improving the quality of teaching and learning, language acquisition, parental engagement, practical activities and development of literacy and numeracy skills.
4. We use assessment systems to identify, track and closely monitor pupils who are under achieving.
5. We use intervention support to accelerate progress of eligible pupils and close the attainment gap compared to their peers.
6. The SLT has a clear overview of how funding is allocated and the difference it is making to the outcomes of pupils. The SLT monitors and evaluates pupil progress and attainment on a regular basis.
7. We ensure that teaching and support staff know which pupils are eligible for Pupil Premium so they can take responsibility for accelerating progress and accountability is shared across the school.
8. Our Governing Board is ambitious for all pupils and closely evaluates the school's effectiveness in closing the gap between different groups of pupils.

Objectives for spending PPG:

To ensure that funding is used to support disadvantaged pupils throughout the school with additional enrichment activities, academic success, to close any gaps in attainment with those pupils not in receipt of this funding

Summary of how the allocating of pupil premium funding will tackle these barriers and the rationale for the approach chosen:

- Provides equal access to curriculum and learning support where it may not be present at home due to a lack of resources
- Supporting the child and the family to value learning and experience the benefits of a wider enriched offer

Summary of how we will measure the impact of the pupil premium expenditure:

- The progress and attainment data will be analysed regularly to ensure that identified pupils make progress in line with other pupils.
- Pupil progress meetings with teachers will continue to have a focus on the progress of identified pupils

This year (2017-18) we have decided to target support to pupils from low income families, those who have English as an additional language and those achieving below age related expectations and are in receipt of this additional funding. At Khalsa Primary many pupils will benefit from the funding as we take a whole school approach to raising standards. Therefore we organise and implement intervention support programmes wherever needed.

Through our data analysis we have identified pupils who are at risk of not being 'secure' in the curriculum skills of the year group they are in. Additionally we are targeting support at pupils who are at risk of not making expected progress from their starting point; this includes the more able pupils.

Pupil Premium funding is also being used to raise the social capital for all pupils to compensate for any social disadvantage; this is particularly important for the more able where a wide range of experiences will promote higher order thinking skills. This year we are allocating money for cultural trips, visitors and workshops in school to provide this enrichment.

- Link with KPS secondary in Slough – Spanish sessions for year 5
- Link with Nishkam School – Science workshops

Additionally some class trips are subsidised or some low income families are offered a nominal fee. The Year 6 residential trip is subsidised so that cost is not a barrier to all pupils being able to take part in an exciting experience, often their first experience of sleeping away from home.

The Pupil Premium funding means that we can target support where it is needed, and ensure that everyone has access to the range of activities on offer, regardless of social background.

Some pupils are provided with resources to enhance learning at home with parents; this includes a range of personalised learning through home access to resource packs. This year we have provided a selection of revision packs for children in years 2 and 6 and the cost has been waived or reduced for low income families.

This year, some of the pupil premium money will be targeted at groups where there was a specific gap in attainment and progress in reading. We aim to decrease the gap between the number of disadvantaged pupils who reach the expected standard at KS2 in Reading and the

national average. We will also be targeting certain middle ability children and boys as last year, boys in year 6, made less progress than their peers.

We will use some of the funding for book corners to encourage pupils who may not be exposed to high quality books at home and boys who are inspired by specific genres.

Support staff will focus on providing reading intervention support. This will mean that identified pupils will receive additional support provided in small groups or on a one to one basis. Some funding will be used to provide additional training for all staff so that they are better able to teach Reading. We will be buying into local library services so that we can provide a wide range of books in foundation subjects

Record of PPG spending by item / project 2017 - 18			
Project / Item / Description	Cost	Objectives	Expected / Actual Outcomes & Evidence
Additional classroom support	£58240	To provide additional adult support for pupils to be able to access all learning	Pupils will demonstrate accelerated progress and meet end of year targets
After school provision	£600	To financially support pupils so that they can take part in a range of after school activities	The number of pupils attending after school provision is high and pupils enjoy taking part
Support for educational visits and residential trips	£7900	To financially support families with educational visits, visitors into school and residential trips	Pupils have a choice to attend residential visits and can attend educational visits which will enhance and enrich their learning
Purchase reading resources	£1000	To purchase additional reading materials for pupils to access	Pupils will have a range of books to read at home and school to support reading outcomes.
To buy into a local library SLA	£2330	To set up a library SLA so that pupils have access to a wider range of topic books	Pupils have access to wide range of books to enrich and enhance their learning
Purchase IT resources	£1500	To purchase IT resources for pupils to access	Pupils will have a range of media to learn from which will support progress in all areas of the learning
Organise intervention programmes	£12000	To deliver additional intervention programmes (reading, writing, maths) to support identified pupils. To ensure that the main focus for an identified period is on reading.	Pupils will demonstrate accelerated progress and meet end of year targets
Organise phonics sessions	£2000	To organise additional phonics sessions for identified groups of pupils	Year 1 pupils will demonstrate accelerated progress at the end of the year
Organise booster sessions for year 6 pupils	£7000	To organise year 6 booster sessions to take place before school & during the Easter break, focussing on reading, writing and maths.	Pupils will demonstrate accelerated progress at the end of KS2
Additional teaching support for year 6	£8360	To provide additional support for year 6 pupils, through organising smaller teaching groups	Pupils will demonstrate accelerated progress at end of KS2
Additional booster for pupils in years 1 to 5		To organise after school booster sessions for identified pupils (i.e. those not making expected progress)	Identified pupils make expected progress and meet end of year targets.
Organise speech and language support	£6500	To organise and provide speech and language therapy	Speech & language needs of PP pupils are addressed at an early stage
Organise morning club	£500	To organise and provide 'morning club'	Pupils arrive early at school and spend valuable time interacting with other pupils. This will have a positive impact on pupils' readiness to learn and as result impact on their overall learning in class.
Develop links with local secondary schools		To organise secondary school visits / visitors - enrichment	More able pupils are extended / challenged.

Please note that these figures are approximate

Additional Information

School strategies to Close the Achievement Gap

General strategies

Get to know your Pupil Premium pupils:

- Find out how they prefer to learn and plan accordingly.
- Find out about their hobbies and interests and ask them about them.
- Find out information about their context and background. Have they got siblings in school?
- What is their family background; what was their attainment on entry? What is their reading age?
- Discuss PP pupils regularly at year group meetings and share good practice.

Think about your seating plan and attainment and progress data sheets:

- Think carefully about where they are sitting and who they are sitting next to.
- Highlight pupils on your data sheets.
- Take extra time to think about their data and what support they need to make progress.

Plan your behaviour management strategies:

- Meet and greet pupils. Welcome pupils in to the classroom.
- Develop mutually respectful relationships with PP pupils.
- Use praise and rewards for positive contributions, good work, exceeding expectations.
- Work out what behaviour management strategies works best for each PP pupil.

Target PP pupils for support:

- Approach PP pupils first to see if they understand the task set or need support to complete it.
- Target PP pupils for questioning; ask them to respond in full sentences, stretching their answers.
- Ensure PP pupils know exactly what their targets are or next steps, so they are clear what they are aiming for in the lesson.
- Continually check the progress of PP pupils throughout the lesson.
- Ensure PP pupils with attendance issues are provided with work to catch up with their peers.

Remove barriers to learning:

- Provide equipment and resources where necessary.
- Provide access to free revision and home learning materials.
- Ask about funding contributions to enable them to attend school trips, clubs etc.

Effective and Timely Feedback

Accelerate Pupil Progress by:

Feedback is information given to the learner and/or the teacher about the learner's performance relative to learning goals. It should aim to (and be capable of) producing improvement in pupils' learning. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. This feedback can be verbal, written, or can be given through tests. Providing effective feedback is challenging.

- Providing feedback at the right time, with a specific purpose and desired outcome.
- Ensuring it is specific, accurate and clear e.g. "It was good because you..."
- Comparing what a learner is doing right now with what they have done wrong / misunderstood before (e.g. "I can see you were focused on improving X as it is much better than last time's Y").
- Providing specific guidance on how to improve and not just tell pupils where they have gone wrong.
- Modelling correct work / processes where possible and appropriate.
- Avoiding comparison to other pupils.
- Encouraging peer and self-assessment.
- Providing opportunities for pupils to respond and make improvements following feedback.

Peer Support and Feedback

What is it?

This is a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support and feedback. In Reciprocal Peer Tutoring, learners alternate between the role of tutor and tutee. The common characteristic is that learners take on responsibility for aspects of teaching and for evaluating their success. Peer assessment involves the peer tutor providing feedback to children relating to their performance and can have different forms such as reinforcing or correcting aspects of learning. Relatively short but intensive periods of tutoring over 4 - 10 weeks are likely to be more effective than using it over longer periods of time.

Accelerate Pupil Progress by:

- Ensuring that activities are sufficiently challenging for the tutee that they can benefit from the tutor's support but not too difficult that they cannot succeed with a teacher's support.
- Setting up ground rules for peer tutoring activities in advance to ensure pupils stay on task and are focused on the activity at hand.
- Using several different approaches to peer-tutoring which make different demands on the tutees; working in pairs, small groups, providing reciprocal feedback.
- Reviewing challenges and successes of the tutoring with teaching groups to ensure tutoring impacts positively upon pupils' progress.

Effective Differentiation

What is it?

Differentiation is an approach to teaching that attempts to ensure that all pupils learn well, despite their many differences.

There are three categories of differentiation. Ideally, you should be using all three types of differentiation to accommodate the different learning styles in the classroom:

- **Differentiation by task**, which involves setting different tasks for pupils of different abilities.
- **Differentiation by support**, which means giving more help to certain pupils within the group.
- **Differentiation by outcome**, which involves setting open-ended tasks and allowing pupil response at different levels.

Accelerate Pupil Progress by:

- When planning ask yourself two questions:
 1. What are the *most* advanced skills, concepts and facts that the **most able** pupils in the class will just manage to get?
 2. What are the skills, concepts and facts that the **least able** pupils in the class will just manage to get with appropriate support?

A middle ground can be added (what will stretch the average pupil in the class?).

This allows **three sets of learning outcomes** to be created and described as three levels.

Differentiation examples:

- **Above and Below** - All pupils are asked to carry out a common core task. Some pupils finish it quickly as the task is relatively easy for them and they move on to a *planned* extension activity. Meanwhile, other pupils who may be struggling with the core task are supported by additional materials, or by being given a lower level task, or by receiving extra help from the teacher, or by receiving support from the learning assistant. Please note how important it is that the support for the 'less able' is *planned* by providing: additional explanatory material, re-phrasing the task, reducing the reading age of the task, using symbols and pictures, using online resources e.g. Equals planning.
- **Ability Groups** - The class is subdivided into small groups according to pupils 'ability' in regard to the topic in hand.
This is important as pupils should not be grouped according to their general ability alone. Each group is given materials and tasks appropriate to their prior knowledge / reading abilities / aptitudes / motivation.
- **Peer Coaching** - This approach asks the more able to move ahead, do some advanced learning and then come back and teach or coach the rest of the class. This can happen in a variety of ways, for example: those who are able to prove that they have achieved the main are asked by the teacher to go around the class coaching other pupils on an informal one-to-one basis or those who have achieved the main learning are asked to get together to research, plan, prepare, and actually teach, the next lesson

- In '**Chilli Challenge**', students are asked to make choices about the *level of challenge* that they take on. It's a simple idea: design three (or more) tasks, each to a different level of challenge, and ask the students, individually, to choose which task is right for them. Please note that this is the same activity (e.g. writing an essay), but expressed in three different levels of difficulty. The teacher can also move them on if they feel they need challenging further.

Appropriate and Timely Intervention

What is it?

Intervention is defined as 'the strategies and methods used to narrow the gap between identified target group and individuals to ensure all pupils attain well and make the expected levels of progress'.

This should be both within and beyond the classroom and should be timely and appropriate to the specific skills gaps and needs of individual pupils. There are three distinct waves of intervention which staff should follow.

- Wave 1 - The effective inclusion of all children in high quality teaching & learning.
- Wave 2 - Additional time-limited provision in the form of small-group intervention outside the normal classroom.
- Wave 3 - Specific targeted interventions for identified pupils outside the classroom.

Accelerate Pupil Progress by:

Wave 1

To include:

- A nurturing environment with relevant, tailored and differentiated opportunities for learning.
- Opportunities for small group experiences in a safe and secure space.
- Extra time for responses to questions or contributions to group discussion.
- Extra time for activities where needed.
- Scaffolding of activities and modelling of exemplar work and responses.
- Using practical activities and experiential learning.
- Opportunities for pupils to transfer/generalise their learning in different contexts and between different subjects.
- A clear focus on literacy and numeracy.
- Opportunities for revision and over learning.
- Access to groups where pupils are working with peers of similar levels.
- Access to grouping that enables pupils to work with peers who will provide good role models for language and communication skills and for co-operative and independent application to task.
- Teaching and learning which is multi-sensory and well structured.
- Changing direction and re-shaping tasks to enhance pupil progress and understanding.

Wave 2

- When considering pupils for Wave 2 additional support, teachers should first consider whether the elements of Wave 1 provision are in place. It may well be the considered judgement that despite some of these elements not being in place, a pupil is sufficiently behind their peers to merit additional support. Nevertheless, the thorough implementation of quality first teaching should be a priority. Wave 2 interventions should be used for pupils who can be expected to 'catch up' with their peers as a result of the intervention.

Examples:

- Small-group intervention for example after school booster classes; holiday revision sessions, withdrawal classes during the school day.

Wave 3

- Additional time-limited intervention and provision to enhance the progress of identified children where Waves 1 and 2 are not, on their own, having the desired effect.
- This will involve intensely focused teaching activities which tackle fundamental gaps in skills, knowledge and understanding which is preventing progress
- These would usually be conducted on a 1 to 1 basis where the teacher does not expect pupils to make the expected progress in a group situation.

Collaborative Learning

What is it?

Collaborative or cooperative learning can be defined as learning tasks or activities where pupils work together in a group small enough for everyone to participate on a collective task that has been clearly assigned. This can either be a joint task where group members do different aspects of the task but contribute to a common overall outcome, or a shared task where group members work together throughout the activity. Some collaborative learning approaches also get mixed ability teams or groups to work in competition with each other.

Accelerate Pupil Progress by:

- Ensuring support is in place for pupils to practice working together. Do not assume this will happen automatically. It will take time.
- Setting out and agreeing ground rules for group work and collaborative task.
- Appointing a chair of 'leader' for tasks to ensure pupils are on task and focused.
- Designing tasks carefully so that working together is effective and efficient, otherwise some pupils will try to work on their own and some will be left out.
- Using competition between groups to support and engage to work more effectively and efficiently together group. However, be careful as over-use of competition can focus learners on the competition rather than succeeding in their learning.
- Encouraging lower achieving pupils to talk and articulate their thinking in collaborative tasks as they may contribute less.
- Sharing good practice between colleagues; especially those from practical subjects where group work and practical learning may be done more frequently.

One to One Tutoring or Small Group Tutoring

What is it?

Tuition is where an individual or a small group of pupils are removed from their class and given intensive tuition. It may also be undertaken outside of normal lessons, for example as part of after school programmes or summer schools. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tutoring should be additional or supplemental to normal instruction, rather than as a replacement and that teachers should monitor progress to ensure the tutoring is beneficial. Tuition is very effective in helping learners catch up. Short periods (5-10 weeks) of intensive sessions (up to an hour three or four times a week) tend to have greater impact.

Accelerate Pupils Progress by:

- **Ensuring that the pupils have been effectively selected.** Use a variety of evidence to choose the most appropriate pupils. Ensure that the pupils' needs are effectively assessed and tuition is planned to take place at the optimum time in their school career.
- **Making sure it is additional to high quality whole class teaching.** Tuition sessions are additional to normal whole class lessons. Ensure that there is a strong and explicit link between the learning in class and the content of the tuition sessions so that learning is transferred from one context to another.
- **Applying learning.** Tuition sessions allow time for the pupils to apply the learning directly. Therefore, part of the session will allow for independent work albeit for a short period.
- **Planning appropriate outcomes that are communicated and evaluated.** Tutors and class teachers have clear expectations about the purpose and outcomes of the period of tuition. These have been shared with the parents and carers as well as with the pupils. Evaluation of progress towards the specific goals is made during and at the end of the programme to review progress and support next steps planning
- **Involving the pupils in self-assessment.** When the pupils understand what they need to learn next; why it is important and is able to evaluate how successful they are in achieving the goals, they are more engaged in the tuition and more likely to transfer the learning to a wider range of contexts.
- **Developing a positive relationship between the tutor and pupils.** Where the pupils feel happy and confident they ask questions and clarify any misunderstandings. There is an appropriate balance of tutor/pupil talk and an effective, learning dialogue takes place.

ICT to Support Learning

What is it?

Approaches in this area are very varied, but a simple split can be made between:

- 1) Programmes for pupils, where learners use technology in problem-solving or more open ended learning and
- 2) Technology for teachers such as interactive whiteboards or learning platforms.

Different technology has the potential to enable changes in teaching and learning interactions, such as by providing more effective feedback for example, or enabling more helpful representations to be used or simply by motivating pupils to practice more.

Accelerate Pupil Progress by:

- Clearly identifying how the introduction of technology will improve learning rather than assuming that new technology will automatically lead to increased attainment; technology without pedagogy is very unlikely to be effective.
- Using technology to support pupils to work harder, for longer or more efficiently to improve their learning.
- Ensuring the use of technology supports the specific learning aims and outcomes for the lesson.
- Motivating and engaging pupils through the effective and appropriate use of technologies in lessons.

Home learning

What is it?

On average, the impact of homework on learning is consistently positive (leading to on average five months additional progress). There is some evidence that homework is most effective when used as a short and focused intervention (e.g. in the form of a project or specific target connected with a particular element of learning) with some exceptional studies showing up to eight months positive impact on attainment. In the most effective examples homework was an integral part of rather learning, rather than an add-on. ICT programmes bought as a school help children extend their learning opportunities within reading and mathematics.

Accelerate Pupil Progress by:

- Making the purpose of homework explicit to learners, e.g. to increase a specific area of knowledge, or fluency in a particular area.
- Not setting homework as a punishment or penalty for poor performance or behaviour.
- Setting homework that includes a variety of tasks with different levels of challenge is likely to be beneficial.
- Ensuring that the focus is upon the quality of homework and not necessarily the quantity.
- Providing feedback on homework that is specific and timely.

Homework is effective when:

- **It is well planned.** Staff and pupils regard homework as an integral part of the curriculum rather than an after-thought or add on. It is planned and prepared alongside all other programmes of learning. Tasks set are integrated into the whole class lessons.
- **It takes 2 hours a week.** The optimum level should be 2 hours a week, with daily reading or slightly longer for older pupils.
- **Pupils receive feedback.** When homework is completed well it is acknowledged and praised. Homework is marked in line with the school's feedback policy and treated with as much respect and attention as school-based learning.
- **It supports attainment of all pupils.** Homework tasks are differentiated and are appropriate to the needs of individuals. A variety of tasks are set, for example joint family learning tasks, independent learning, and the use of ICT.