Putting Evidence into Practice: Effective Use of Pupil Premium to Raise Attainment and Progress

Jonathan Haslam & Daniel Jones
Institute for Effective Education

Independent charity working with schools to promote the use of evidence-based practice.
Research evidence and the Pupil Premium: Uneasy bedfollows

https://rebeccaallen.co.uk/2018/09/10/the-pupil-premium-is-not-working/
Evidence-based practice

“Evidence-based practice is … the integration of the best available evidence with professional expertise.”

Jonathan Sharples
Evidence-based practice

“active ingredients”

+  

“appropriate package of implementation strategies”

=  

Change (improvement?) in practice 
Intervention/programme
Research-informed recipes

The “right” answer
Prescriptive
Packaged
Consistent
Low-performing
Easier?

Reflective practice
Research-engaged
Self-improving
Autonomous
High-performing
Challenging
Talk for Writing

“Talk for Writing is argued to be rooted in an understanding of the needs of both learners and teachers. Our review of the literature focussed on the underpinning components and found that there was indicative evidence to support the use of imitation and innovation, and strong evidence to support the role of formative assessment. We found no evidence for the role of imitation of oral scripts in supporting writing per se, and no evidence to support the role of actions and visual tools to support learning of the textual components. Many of the other components such as daily writing, developing spelling skills and sentence combining have been shown to be effective in controlled interventions and, while embedded in the programme, are not the main focus of the programme.”
<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ReflectED</td>
<td>An approach to learning that teaches and develops primary school children's reading skills.</td>
</tr>
<tr>
<td>Accelerated Reader</td>
<td>A computer-based approach to reading for KS1 to KS4 based on ongoing assessment programmes, with moderate evidence of effectiveness for general reading achievement.</td>
</tr>
<tr>
<td>Achieve 3000</td>
<td>A whole-school improvement framework that aims to raise the aspirations, access and achievement of vulnerable and disadvantaged pupils.</td>
</tr>
<tr>
<td>Reading Recovery</td>
<td>A short-term early intervention involving daily one-to-one lessons from a specially trained Reading Recovery teacher, with proven effectiveness for struggling readers in KS1.</td>
</tr>
<tr>
<td>Success For All</td>
<td>A whole-school phonics programme involving daily lessons, one-to-one tutoring and ongoing assessment, with proven effectiveness for beginning readers and struggling readers at primary level.</td>
</tr>
<tr>
<td>IPEELL: Using Self-Regulation To Improve Writing</td>
<td>A structured approach to teaching writing, using memorable experiences and an approach called 'Self-Regulated Strategy Development' (SRSD) to help struggling writers in Years 6 and 7.</td>
</tr>
</tbody>
</table>
**Effects of a Data-Driven District Reform Model on State Assessment Outcomes**

Robert E. Slavin  
*Johns Hopkins University*  
Alan Cheung  
The Chinese University of Hong Kong  
*Johns Hopkins University*  
Carol Holmes  
*Alexandria City Public Schools*  
Nancy A. Madden  
*Success for All Foundation*  
Anne Chamberlain  
*Social Dynamics, LLC*

A district-level reform model created by the Center for Data-Driven Reform in Education (CDDRE) provided consultation with district leaders on strategic use of data and selection of proven programs. Fifty-nine districts in seven states were randomly assigned to CDDRE or control conditions. A total of 397 elementary and 225 middle schools were followed over a period of up to 4 years. In a district-level hierarchical linear modeling (HLM) analysis controlling for pretests, few important differences on state tests were found 1 and 2 years after CDDRE services began. Positive effects were found on reading outcomes in elementary schools by Year 3. An exploratory analysis found that reading effects were larger for schools that selected reading programs with good evidence of effectiveness than for those that did not.

**Standardized CDDRE-Control Differences in Reading: 8th Grade**

- Year 1: +0.28  
- Year 2: +0.40  
- Year 3: +0.40
Research-informed recipes

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Prescriptive
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Best Evidence in Brief

Welcome

Welcome to Best Evidence in Brief. Brought to you by the Institute for Effective Education, every few weeks we provide a roundup of interesting items of recent educational research.

All the research we include in this newsletter is selected by us, which can be made clear by anyone.

What is the impact of pay-for-performance?

The Teacher Incentive Fund (TIF) grants were awarded to 25 states by the US Department of Education to support performance-based compensation systems for teachers and principals in high-needs schools.

In order to assess the impact of pay-for-performance systems on educator (teachers and principals) and pupil outcomes, an experimental study design was used in 339 school districts in 13 randomized experiments and 7 field experiments in middle and high schools in treatment and control groups. Each group implemented the same performance-based compensation systems, but in different schools. The pay for performance elements were replaced by a one percent bonus paid to all teachers and principals regardless of performance. A fourth and final round of these evaluations has also been published, covering all four years of the programme.

Quick Quote

"I am just a teacher, but very anything this will be hard work in their own professional." — Sir Walter Scott

beib.org.uk
The Literacy Octopus:
Communicating and Engaging with Research

Multiple delivery teams

A large multi-arm randomised controlled trial, investigating a range of different methods of communicating research to schools and engaging them in research evidence.

Independent Evaluator
NFER

Schools Grant
13,000 £630,000

Themes
Research Schools Network

- Communication
- Training and modelling
- Innovation
- Capacity
- Networking
Research-engaged school

- Staff carrying out action research projects or using evidence to inform their own practice.
- Research findings informing whole-school CPD and school improvement.
- Supportive SLT, collaborative partnerships and creating the right environment were viewed as crucial.
- Time and space to act on research findings; engage with research; and access external research expertise.

Most argued that there were tangible benefits to engaging with research.
Leadership

Supports:

• Using research-informed processes to allow the results of external research and internal evaluation to change practice

• Creating time, space and resources to engage with research and evaluation

• Ensuring that school vision and values allow school to be research-engaged
Research School at home

- Research awareness among staff (knowledge of, understanding of usefulness of, support for, etc) differentiated by seniority
- Use of evidence-supported practices within school
- Extent to which school improvement processes are evidence-based (in the way they are structured and whether/how they incorporate evidence)
- Evaluation processes within school (and their validity, reliability, etc)
Pupil Premium Awards 2017
Primary
National Winner
<table>
<thead>
<tr>
<th>% achieving expectations in reading</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% achieving expectations in writing</td>
<td>94%</td>
</tr>
<tr>
<td>% achieving expectations in maths</td>
<td></td>
</tr>
<tr>
<td>Progress measure in reading</td>
<td>94%</td>
</tr>
<tr>
<td>Progress measure in writing</td>
<td>94%</td>
</tr>
<tr>
<td>Progress measure in maths</td>
<td>-0.5</td>
</tr>
<tr>
<td>Progress measure in maths</td>
<td></td>
</tr>
<tr>
<td>Progress measure in reading</td>
<td>1.4</td>
</tr>
<tr>
<td>Progress measure in writing</td>
<td>2.3</td>
</tr>
</tbody>
</table>
Our strategy broadly covers 3 areas:

✓ High quality teaching achieved through CPD

✓ Precise assessment and targeted support

✓ A focus on language
‘The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years’ worth of learning with very effective teaching.
Professional development must be prioritised by school leadership
Assessment
<table>
<thead>
<tr>
<th>A: Place Value, Add, Subtract, Multiply and Divide</th>
<th>B: Fractions, Ratio, Proportion and Algebra</th>
<th>C: Measure and Geometry</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Write <strong>nine million, seven thousand, three hundred and eight</strong> in digits.</td>
<td>11. Which is the largest fraction? [\frac{2}{5}, \frac{3}{6}, \frac{5}{6}, \frac{7}{12}]</td>
<td>21. How many miles are approximately equal to 4 kilometres?</td>
</tr>
<tr>
<td>2. What is the value of the 6 in this number? 1,384,721</td>
<td>12. [\frac{5}{6} + \frac{1}{9} = ]</td>
<td>22. Give the length and width of two rectangles that have an area of 20m².</td>
</tr>
<tr>
<td>3. Round 7.186 to 2 decimal places.</td>
<td>13. Simplify your answer. [\frac{2}{3} \times \frac{1}{2} = ]</td>
<td>23. Find the area of this parallelogram.</td>
</tr>
<tr>
<td>4. What is the largest possible crowd? Attendance: 25,000 (to the nearest thousand)</td>
<td>14. 0.5738 x 1000</td>
<td>24. Calculate the volume of a cube with a 3cm side length.</td>
</tr>
<tr>
<td>5. 1,463 x 15</td>
<td>15. 2.15 x 3</td>
<td>25. Draw this triangle accurately below. Use a ruler and protractor.</td>
</tr>
<tr>
<td>6. 392 ÷ 14</td>
<td>16. Write this fraction as a decimal and percentage. (\frac{1}{5})</td>
<td></td>
</tr>
<tr>
<td>7. Which is a common multiple of 4 and 6? 2 3 4 9 12 18</td>
<td>17. Find 35% of 180.</td>
<td></td>
</tr>
<tr>
<td>8. Which factor of 25 is also a prime number?</td>
<td>18. In a class of 25 pupils, (\frac{3}{5}) are boys. How many girls are there?</td>
<td></td>
</tr>
<tr>
<td>9. 68 – 24 ÷ 2</td>
<td>19. How much will a 5 minute call cost? Call charge: 30p + 7p per minute.</td>
<td></td>
</tr>
<tr>
<td>10. I have £10. I buy 2 coffees at £2.89 each. How much do I have left?</td>
<td>20. What is the 10th term of this sequence? 3, 7, 11, 15, 19, ...</td>
<td></td>
</tr>
</tbody>
</table>

**Total (A)** | **Total (B)** | **Total (C)** |
Breakfast Club
Ensuring disadvantaged pupils read
Rigorous Tracking and Healthy Competition

Accelerated Reader ™

Springfield TSA
Terrified, I flinched in the darkness.
I had been devoured by a great, awesome shark.
I struggled through the murky water, following the dim light
in the distance. Flickering, sparkling, shaking the light from a
handle was shining in the gloom.
Then I saw him. An old man was sitting and sobbing.
He wore a green, patterned waistcoat and a pale shirt.
My heart fluttered. I knew that voice. It was Geppetto, my
father. I ran over to him and hugged him. "I'm here, papa, I'm
here." I said excitedly. "Is it really you, Pinocchio?" said Papa.

doubtfully. With relief in my heart, Papa and I
made a plan for getting out of this place. We climbed up out of
the stomach and into the thieves. It was a slimy, rotten,
bloody place we now found ourselves. Finally, we were spit out
into the ocean. What a weird day!
Articulation and Reasoning

1. I can +/- 10s and 16 by using 3-digit math.

- +/- ones

321, 322, 323, 324, 325

When we add or subtract +/- the 10s and 16 stay the same. They stay the same by 1 each time.

Effective Staff/Pupil Relationships

<table>
<thead>
<tr>
<th>Achievement: Progress towards targets</th>
<th>Reading</th>
<th>Writing</th>
<th>Maths</th>
<th>Attitude</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>4.3</td>
<td>3.2</td>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td>Term 2</td>
<td>4.3</td>
<td>3.4</td>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td>Term 3</td>
<td>4.2</td>
<td>3.3</td>
<td>4.4</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effort</th>
<th>Behaviour</th>
<th>Punctuality</th>
<th>Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>92%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>96%</td>
<td>96.5%</td>
</tr>
<tr>
<td>Term 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For attendance to be green = 90% - 100%, yellow 90% - 50%, red less than 50%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your Child's Targets for the next half term are:

- **Reading:**
  - To improve my reading age in closer to my chronological age.
  - To use clues from yellow, diaries and description in later meaning and make predictions.
Broadening experiences

Spring