

# Most Able 2018 / 19



## *Plans, Impact and Evaluation*

### **Barriers to future attainment for most able scholars**

#### **Internal barriers**

- All schemes of work need to continually embed on activities/strategies for the most able.
- Teachers do not always have high enough expectations of what most able pupils can achieve. (Ofsted October 2016).
- The recently introduced 'Morning Mastery' sessions do not differentiate for the most able scholars.

#### **External barriers**

- The high potential for lack of aspiration from families being 'passed' to their children.
- The lack of parental engagement concerning scholars' learning.

### **How are we supporting the most able?**

The academy draws on research evidence (such as the Sutton Trust toolkit – see Appendix 1) and evidence from our own experience to allocate funding to activities that are most likely to maximise achievement for our most able scholars. We aim to improve outcomes for our most able scholars by focusing on the following areas:

#### **Quality first teaching and harnessing the power of feedback**

We understand the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good. Therefore, our main priority for 2018 / 19 is to continue to improve the quality of teaching and learning. We develop teacher talent by investing in disciplined, deliberate and intelligent practice and coaching. The best way to ensure students make progress is to harness the power of feedback.

#### **Highly tailored interventions and more time**

We find out where the basic skills gaps exist among eligible scholars as soon as they arrive in Year 7 and deploy our best teachers to help close these gaps. For example, each morning all scholars have mastery sessions. These vary with each year group. For example, during Year 10 mastery, all most able scholars have been given bespoke 5+ and 7+ material in English, maths and science. All DPAs have a brief to closely track the most able and, when needed, provide appropriate intervention.

#### **Minimising barriers to achievement**

We have thought carefully about what barriers to learning our scholars are experiencing, and how to remove or, at least, minimise them. Each most able scholar has completed A 'work experience' lead has been appointed with a brief to look after the academic interests of the most able scholars who are disadvantaged.

#### **Raising aspirations and broadening experiences**

The school deprivation indicator places the academy in the bottom 40% of schools nationally. Our priority is to raise aspirations and develop scholar character by encouraging young people to have a growth mindset and to progress to university.

## Cohort Analysis

YEAR	Total MA	PP MA
7	28	12
8	23	8
9	13	5
10	74	24
11	65	26

Statements of Success / Impact		2018/19 Cycle RAG			
		1	2	3	
A	The percentage of most able scholars in year 7 that are green + for attainment in English is >90%	MA	100%		
B	The percentage of most able scholars in year 7 that are green + for attainment in Maths is >90%	MA	96%		
C	The percentage of most able scholars in year 8 that are green + for attainment in English is >90%	MA	96%		
D	The percentage of most able scholars in year 8 that are green + for attainment in Maths is >90%	MA	91%		
E	The Progress 8 score for most able scholars in Year 9 is, on track to be > 0	MA	-3.22		
		Oth	-1.31		
F	The Progress 8 score for most able scholars in Year 10 is, on track to be > 0	MA	-1.27		
		Oth	-1.08		
G	The Progress 8 score for most able scholars in Year 11 is, at least, 0	MA	-0.63		
		Oth	-0.58		
H	The percentage of most able scholars in Year 11 on track to achieve a grade 7 or better in both English and mathematics is, at least 25%	MA	11%		
		Oth			

**MA = figure for most able scholars in the academy**

**Oth = figure for other scholars in the academy**

Plan / Spend		AIP Link*	EEF Toolkit**	Implementation Timeline								Cost (£)	Lead	2018/19 Cycle RAG		
				Jul 18	Sep 18	Nov 18	Jan 19	Mar 19	May 19	Jul 19	Sep 19			1	2	3
<b>Quality First Teaching and Harnessing the Power of Feedback</b>																
1	Short term planning demonstrates that schemes of work are adapted to meet the needs of the most able scholars		9	PI	Im	→				Rv		JBT				
2	There is clear stretch and challenge for the most able in lessons		9		Co	Im	→			Rv		JBT				
3	Feedback challenges the most able to make outstanding progress		9		Co	Im	→			Rv		JBT				
<b>Highly Tailored Interventions and More Time</b>																
4	Embed 100% sheets into students learning to raise attainment.		14	PI	PI	Im	→			Rv		MPT				
5	In English, mathematics and science there is a highly individualised home learning package to stretch scholars		11	PI	PI	Co	Im	→		Rv		MPT				
6	Most able scholars in Year 7/8 have appropriate reading and literacy resources to meet their needs		23 25	PI	PI	Im	→			Rv		JBT				
7	Embed intervention and prevention documentation to ensure gaps are identified and closed		17	PI	PI	Im	→		Rv	Rv		JPA				
8	Embed data progress summits with a focus on Most Able scholars		17	PI	PI	Im	→		Rv	Rv		JPA				
<b>Minimising Barriers to Achievement</b>																
9	All DPA have a brief to monitor and support the most able scholars especially those who are disadvantaged		15	PI	Im	→				Rv		THH				
10	Ensure disadvantaged most able have the necessary educational resources to make them succeed		6	PI	Im	→				Rv		THH				

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<b>Raising Aspirations and Broadening Experiences</b>																
11	Most able scholars to work with links from University from Year 7		2	PI	PI	Im	→			Rv		DSP				
12	Ensure that most able Year 7 scholars have a tailored programme of Careers' advice		2	PI	PI	Im	→			Rv		EHL				
13	Organise parent workshops for most able scholars in Years 7 / 8 to engage them in their children's learning		20	PI	PI	Im	→			Rv		DSP				
14	Ensure all most able scholars have the opportunity to visit a Russell group university.		20	PI	PI	Im	→			Rv		DSP				

\*AIP Link = Academy Improvement Plan Link (see Appendix 1 for more details).

\*\*EEF Toolkit = Education Endowment Foundation (see Appendix 2 for more details).

### Key

<b>Co</b>	Communicate	<b>PI</b>	Plan	<b>Pt</b>	Pilot
<b>Rv</b>	Review	<b>Im</b>	Implement		

## Appendix 1 Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Approach		Cost Estimate	Evidence Estimate	Average Impact	Summary
1	Arts participation	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2	Aspiration interventions	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3	Behaviour interventions	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
4	Block scheduling	£ £ £ £ £	★★★★★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5	Collaborative learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6	Digital technology	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7	Early years intervention	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8	Extended school time	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9	Feedback	£ £ £ £ £	★★★★★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10	Homework (Primary)	£ £ £ £ £	★★★★★	+ 1 Month	Low impact for very low cost, based on moderate evidence.
11	Homework (Secondary)	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
12	Individualised instruction	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
13	Learning styles	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
14	Mastery learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on moderate evidence.
15	Mentoring	£ £ £ £ £	★★★★★	+ 1 Month	Low impact for moderate cost, based on moderate evidence.
16	Meta-cognition and self-regulation	£ £ £ £ £	★★★★★	+ 8 Months	High impact for very low cost, based on extensive evidence.
17	One to one tuition	£ £ £ £ £	★★★★★	+ 5 Months	High impact for high cost, based on extensive evidence.
18	Oral language interventions	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
19	Outdoor adventure learning	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on limited evidence.
20	Parental involvement	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
21	Peer tutoring	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary	
				extensive evidence.	
22	Performance pay	£ £ £ £ £	★★★★★	0 Months	Low or no impact for moderate cost, based on very limited evidence.
23	Phonics	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for very low cost, based on very extensive evidence.
24	Physical environment	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for low cost based on very limited evidence.
25	Reading comprehension	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
26	Reducing class size	£ £ £ £ £	★★★★★	+ 3 Months	Low impact for very high cost, based on moderate evidence.
27	Repeating a year	£ £ £ £ £	★★★★★	- 4 Months	Negative impact for very high cost based on extensive evidence.
28	School uniform	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
29	Setting or streaming	£ £ £ £ £	★★★★★	- 1 Months	Negative impact for very low cost, based on moderate evidence.
30	Small group tuition	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
31	Social and emotional learning	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
32	Sports participation	£ £ £ £ £	★★★★★	+ 2 Months	Moderate impact for moderate cost based on moderate evidence.
33	Summer schools	£ £ £ £ £	★★★★★	+ 2 Months	Moderate impact for moderate cost based on extensive evidence.
34	Teaching assistants	£ £ £ £ £	★★★★★	+1 Months	Very low or no impact for high cost, based on limited evidence.

<http://educationendowmentfoundation.org.uk/toolkit/>