

Alverton Community Primary School

Achievement Unlocked Case Study



Number on Roll: 204

Proportion of disadvantaged learners 29%

Enquiry Question

How can we improve the attainment and progress of Pupil Premium children within school?

Rationale

We at Alverton have a collective mission that everyone deserves an excellent education regardless of background or barrier to learning. We recognise that the priority for disadvantaged children is consistently high quality teaching and that some learners at risk of underachievement may not qualify for Pupil Premium. Prior to our involvement within the Achievement Unlocked project, we worked to ensure that all adults were aware of our Pupil Premium children. We focused upon raising attainment of Pupil Premium children through quality first class teaching and focused interventions. Through self-evaluation we identified that the barriers to learning related to attitudes of children, parents and staff. We decided to focus on the following questions:

- How can we develop a positive attitude within our children towards learning and school life?
- How can we ensure that teachers, support staff and parents are focused upon developing positive attitudes towards learning?

We adopted a whole school approach as we believe that the positive impact upon the attainment and progress of our disadvantaged children would also be replicated throughout the whole school.

Actions

SLT

We recognised that accountability for the pupil premium starts with meeting pupil needs. We created an effective long term strategy to tackle educational disadvantage that would result in improved, more robust pupil outcomes.

We built sufficient leadership capacity by ensuring that all senior leaders attended training in Growth Mindset and Metacognition. As a result of this we created an action plan to implement appropriate strategies throughout school.

We adopted the **ReflectED** approach to learning throughout the school. **ReflectED** is an approach to learning, that teaches and develops children's metacognition skills (learning how they learn). It supports and improves attainment, especially amongst disadvantaged pupils, and aims to help learners of all backgrounds develop the tools to make excellent progress in their learning and fulfil their potential.

Staff Development

To maximise the impact of Growth Mindset and Metacognition, a whole school approach was essential. We delivered training to all staff. Our aim was to ensure that all staff had a positive mindset and were working together as a coherent team. We displayed key ideas in every classroom in poster form:

- FAIL poster (First Attempt In Learning)
- Red - I struggled
- Yellow - I needed help to do this
- Green - I can do it
- Blue - I can coach someone else

Weekly **ReflectED** lessons were used to teach children the skills of reflection and how to record their learning moments and strategies. Teachers used these reflections to understand what pupils were enjoying or struggling with, and identified specific pupil needs. This approach was then integrated throughout all curriculum lessons.

Engaging Parents

We invited parents into school for an afternoon in class with their children and shared the positive mindset approach. Parents contributed by sharing successes at home through our Wow Certificates which are celebrated in class and displayed outside classrooms.

Monitoring & Evaluation

Whole school monitoring included regular opportunities for discussions with children and staff, learning walks, lesson observations, book scrutiny and monitoring of planning. New recording formats were used for pupil progress meetings, to identify pupils at risk and identify appropriate actions to accelerate progress.

Impact

KS1 (Y2) Attainment Data 2016

At Expected +	Reading	Writing	Maths
Pupil Premium (8)	88%	88%	88%
Cohort (21)	76 %	67%	76%
Difference	+12%	+11%	+12%

At Greater Depth	Reading	Writing	Maths
Pupil Premium (8)	38%	25%	25%
Cohort (21)	29%	10%	10%
Difference	+9%	+15%	+15%

KS2 (Y6) Progress Data – 2016 (Expected Progress 6 steps)

progress	Reading	Writing	Maths
Pupil Premium (9)	8.2 steps	8.9 steps	8.8 steps
Cohort (21)	7.2 steps	8.6 steps	8.2 steps
Difference	+1	+0.3	+0.6

Although not fully responsible, the introduction of Metacognition has had a positive impact on the attainment and progress of all children however data shows that it has contributed towards a greater impact for Pupil Premium children. All staff have developed a positive approach and have a good understanding of the different groups of learners and the progress they can make.

The 'Growing up in North Yorkshire' survey shows an increase of 30% to the response that the children believe that "If at first they don't succeed they usually or always keep on trying until they do." This was above the average in North Yorkshire.

Lesson observations, discussions with children and learning walks have shown that metacognition is becoming a routine part of all teaching and learning activities and opportunities to make links are natural and continuous.

Monitoring shows that children:

- are more independent learners
- are more resilient and can learn from their mistakes
- are able to reflect upon learning more honestly and are beginning to identify next steps
- are beginning to coach each other

Wider Learning

In conclusion we have identified that the best method to enable sustained progress for all pupils is to develop a positive attitude to learning and school life throughout the whole school community. We felt it was important that we impacted on all pupils in the priorities we identified at the start of the project. Although this case study highlights the improvements made in Priority 3 of our action plan we have also experienced success in other priority areas:

- Talk for Writing approach adopted
- Mission Maths / Mathletics / Third Space Learning used throughout school
- Homework Club / Booster Sessions
- Funding for KS2 Residential and any other school trips
- Promote Quality First Teaching
- Established Pupil Premium Champion and Governor to liaise with all stakeholders
- Develop opportunities at lunchtime
- Review Attendance protocols
- Maximise the Impact of Teaching Assistants

Priorities were linked to the school development plan and were shared with governors and other school staff at regular intervals.

Supporting Evidence

Y2 Metacognition Lesson Evaluation: Learning a new skill - Tying Shoe Laces



"I struggled!"



"I needed help!"



"I can do it!"



"I can coach others!"



At Alverton we learn from our mistakes. This is our **F**irst **A**tttempt **I**n **L**earning.



Y6 children support other Learners.



Whole school introduction to Metacognition.



Strategies linked to Marking and Feedback.



"We are not scared to make mistakes when we are working as it is only our **F**irst **A**tttempt **I**n **L**earning" (Aiden Y3)

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