



PENTLAND FIELD SCHOOL

Summary of strategies used to address the Pupil Premium Grant

linked to the Teaching and Learning Toolkit provided by the Education Endowment Foundation
(EEF)

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). All topics/interventions are addressed regularly at Pentland Field all of which are listed in the grid below.

School Code: **I**= additional intervention, **WC**= whole class, **B**= offered as both part of whole class teaching and additional intervention. **N/A**= we do not endorse this intervention at Pentland Field.

The £ signs (cost) represent cost estimations based on the approximate cost of implementing an approach in a class of 8/9 pupils, Where the approach does not require an additional resource, estimates are based on the cost of training or professional development which may be required.

£	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 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.

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.

Average impact is estimated in terms of the additional months' progress you might expect pupils to make as a result of an approach being used in school, taking average pupil progress over a year as a benchmark. For example, research summarised in the Toolkit shows that improving the quality of feedback provided to pupils has an average impact of eight months. This means that pupils 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 pupils who were performing at the same level at the start of the year.

School Code	Intervention	Cost					Evidence				Average Impact	Summary of how the intervention is addressed at Pentland Field.	
B	Arts Participation including Creative Arts Therapeutic Intervention	£	£	£			X	X	X			+2 months	-Offered as whole class through the curriculum. -Motor skills is used as part of the OT provision throughout the school -Additional clubs offered include social learning groups such as choir and art club - Staff are able to internally refer pupils for creative arts therapy to aid in their communication and expression of views
WC	Aspiration Interventions	£	£	£			X					0 months	-Aspiration is a feature of all other interventions offered at Pentland Field School.
WC	Behaviour Interventions	£	£	£			X	X	X	X		+4 months	-Pastoral support given by the Family Services Co-ordinator, SMT and therapeutic staff including the Eden Academy's Education Psychologist -Set support given by the pupil's class teacher -Clear expectations set out in the school's Golden Rules, Positive Behaviour Plans and Whole School Behaviour Policy
N/A	Block Scheduling	£					X	X				0 months	Not used at Pentland Field.
N/A	Collaborative Learning	£					X	X	X	X		+ 5 months	Not used at Pentland Field.
B	Digital Technology	£	£	£			X	X	X	X		+4 months	-SMART technology across school to support teachers with teaching. -The school has two class sets of LearnPads that can be used by the students to support learning across the curriculum -New assessment tracking systems to support teachers with assessment. -Investment in new computer programs to support learning - Purple Mash, Espresso -Technology – hardware and software - utilised to assist with communication for nonverbal pupils - Practical skills sessions for teachers to enhance their subject knowledge and to ensure they are computer literate.
N/A	Early years Intervention	£	£	£	£	£	X	X	X	X		+ 6 months	Not used at Pentland Field.
I	Extending School Time	£	£	£			X	X	X			+ 2 months	Not used at Pentland Field because of transport constraints

WC	Feedback	£	£					X	X	X			+ 8 months	<ul style="list-style-type: none"> -Promoted through INSET and has been reinforced through the delivery of specific strategies to staff. -Monitored by learning walks conducted by SMT. -Specific feedback will be part of a whole school target assessed through the appraisal system and learning audits. -SMT will work with all teaching support staff to ensure that effective feedback is happening and that verbal feedback is appropriately recorded. -SMT to conduct learning audits with a specific focus on feedback given.
n/a	Homework (primary)	£						X	X	X			+ 1 month	Not currently consistently used at Pentland Field.
n/a	Homework (Secondary)	£						X	X	X			+ 5 months	Not currently consistently used at Pentland Field.
WC	Learning Styles	£						X	X	X			+ 2 months	<ul style="list-style-type: none"> - Effective lesson planning and a diverse curriculum that takes account of different leaning needs.
B	Mentoring	£	£	£				X	X	X			+ 1 month	<ul style="list-style-type: none"> -Older pupils are currently assisting with the implementation of school council in the Primary department
B	Building Learning Power	£	£					X	X	X	X		+ 8 months	<ul style="list-style-type: none"> - Approaches that aim to help learners think about their own learning more explicitly- this was addressed as a school development target in 2015-2016. The school is currently looking at 'drip-feeding' BLP strategies throughout 2016-2017 through specific projects and the use of BLP language when describing their own learning experiences which links to self-assessment. -Monitored by learning walks conducted by SMT. -Reflected in student voice surveys carried out by teachers. -A number of support staff are being trained in ELKLAN- a specific qualification designed to support the language of learning- -There is a whole school praise assembly held every Friday designed to boost motivation across the school. -Specific learning environments that promote the language of learning through visual prompts and specific resources.
I	One to one tuition	£	£	£	£			X	X	X	X		+ 5 months	<ul style="list-style-type: none"> -Specific interventions led by teachers and teaching assistants to promote literacy and maths attainment. -Specific PSHE based interventions led by class teachers focused around personal health. -Specific social interventions led by speech and language therapy and occupational therapy to promote social awareness and understanding. -Specific interventions led by class teams to promote positive behaviour choices.

