We are committed to the pursuit of excellence for every student, every day

Appendix 1
2016-17 Pupil Premium Strategy supporting research and reading

Underneath the gap in performance for disadvantaged students lie a series of other gaps. If we can close these, we will close the gap in performance between disadvantaged and non-disadvantaged students.

The following research documents and web links have been used to help identify the barriers to learning our disadvantaged students face. These 'gaps' and research links have been referenced in the strategy document.

1. **Gap in parental engagement:** Simon Burgess suggests in *Understanding the Success of London's Schools* (Oct 2014) that higher pupil aspiration, ambition and engagement in London's ethnic communities lead to high performance. The *Fair Education Alliance Report Card* reports information from the SMCPC report *Downward Mobility, opportunity hoarding and the 'glass floor'* (June 2015) that *"bright children from poor backgrounds are less likely to become high earning adults than 'less able' children from more affluent backgrounds*

    http://www.bristol.ac.uk/media-library/sites/cmpo/migrated/documents/wp333.pdf
    https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/447575/Downward_mobility_opportunity_hoarding_and_the_glass_floor.pdf

    The importance of close links with parents and increasing community support is one of 9 key factors identified in a report on *Raising the Achievement of White Working Class Pupils* (2014). See link below box. The Fair Education Alliance report of 2016 (see link below box) finds that "*parent and carer engagement is a neglected part of secondary education*."

    http://www.lambeth.gov.uk/rsu/sites/lambeth.gov.uk.rsu/files/Raising_the_Achievement_of_White_Working_Class_Pupils_-_Barriers_and_School_Strategies_2014.pdf

    The *Family Learning Works* report below (2013) recommends that "schools should utilise funding, such as PP, to ensure that the parents and carers of children, particularly those from disadvantaged backgrounds, are offered high-quality family learning programmes."

2. **Gap in aspiration:** Research published in November 2014 on the Sibling Spillover Effect found that *"this effect is considerably higher for siblings from deprived backgrounds, where siblings sharing of school knowledge might compensate for lack of parental information."*

    https://www.iser.essex.ac.uk/research/publications/working-papers/iser/2014-40

    The Fair Education Alliance Report (2016) argues that "Senior school leaders, supported by named middle leaders with front-line visibility, should lead and develop a whole-school approach to student career development, building strong long-term partnerships with one or two key businesses. Evidence suggests that fewer, stronger school-business partnerships work best."

    http://static1.squarespace.com/static/543e665de4b0fbb2b140b291/t/570d7fac37013bba012cc50f/1460502515137/Fair+Education+Alliance+Report+Card+2015.pdf

    The lkm report into the underrepresentation of white working class boys in higher education below reports that "when children are born 97% of all parents want them to go to university, but when these children reach 14, 53% of low-income parents and 81% of high-income parents believe the child will go to university

Raising Attainment Strategy   Wilmslow High School

3. **Gap in academic self-concept:** Research published in June 2016 by the Sutton Trust found that "*academic self-concept and aspirations both play a significant part in shaping students' chances of A-level entry, over and beyond the important influence of background.*" It is also worth noting that "*students from schools with a higher proportion of students eligible for free school meals were found to have significantly higher academic self-concepts.*" (*Believing in Better,* June 2016)

   http://www.suttontrust.com/wp-content/uploads/2016/06/EPPSE-final-Believing-in-Better.pdf

   The importance of good support for the transition between primary and secondary is one of 9 key factors identified in a report on *Raising the Achievement of White Working Class Pupils* (2014)

4. **Gap in amount of time spent working hard in lesson:** This might be caused by absence from school, absence from the lesson or lack of commitment within the lesson. The House of Lords Report, *Overlooked and left behind: improving the transition from school to work for the majority of young people* (April 2016) stresses the following qualities: communication, team working, resilience, self-management. These qualities are best developed by students being in the classroom with their peers.

   http://www.publications.parliament.uk/pa/ld201516/ldselect/ldsocmob/120/120.pdf

   The research brief on *Supporting the attainment of disadvantaged pupils* (DfE Nov 2015) found that the strategies considered to be most effective focused on teaching and learning, especially: paired or small group additional teaching and one-to-one tuition, strategies supported by the Education Endowment Fund toolkit.

5. **Gap in amount of time spent working hard on homework:** The OECD report *Does homework perpetuate inequalities in education* (Dec 2014) found that advantaged students did 1.6 hours per week of homework more than disadvantaged students. An IoE report into *Out of school activities during primary school and KS2 attainment* (April 2016) found "*a positive linear relationship between amount of time spent on homework per week and KS2 total points score.*" This report also found that attending after school club "*was positively related to progress among disadvantaged children.*" The Sutton Trust report *Believing in Better* (June 2016) found that, "*time spent on homework is linked with stronger self-belief and aspirations as well as promoting better academic outcomes... Disadvantaged students should have additional encouragement and support to enable them to engage in self-directed study, do sufficient homework and read more books, the activities that provide extra academic dividends and are linked to aspirations and self belief. Schools should provide such opportunities where they are unlike/y to be available at home.*"

   http://www.keepeek.com/Digital-Asset-Management/oecd/education/does-homework-perpetuate-inequities-in-education_5jxrhqhtx2xt-en#page1

6. **Gap in the amount of time involved in extracurricular activities:** An IoE report into *Out of school activities during primary school and KS2 attainment* (April 2016) found that after school club participation was "*positively associated with attainment outcomes... Research suggests that participation in enriching activities out of school can have positive outcomes, particularly for the most disadvantaged children.*"

   http://www.natcen.ac.uk/media/1135440/CLS-WP-2016-Out-of-school-activities-during-primary-school-and-KS2-attainment.pdf

   The Fair Education Alliance report of 2016 (see link below box) suggests that schools should develop a "*whole-school integrated approach to the character development of pupils, including a focus on social and emotional skills and good mental health.*"

7. **Gap in the pride taken in work:** Ensuring that students have high quality stationery may assist as part of this.

8. **Gap in cultural capital**: An IoE report into *Out of school activities during primary school and KS2 attainment* (April 2016) found that reading for enjoyment *"was significantly related to attainment."* Research by the IoE into *Vocabulary from adolescence to middle age* (November 2014) found that "*reading is distinctive, and is important to learning in a way that other forms of cultural participation are not... We found that both social class at 42 and qualifications attained by 42 were linked to vocabulary growth ...What people read mattered as much as how often they read. Those who read high-brow fiction made greater vocabulary gains...Finally, our previous work showed that reading for pleasure was linked to cognitive progress up to age 16*." Research published in June 2016 by the Sutton Trust found that the home learning environment *"shapes students' confidence in their own abilities as well as aspirations. Schools need to provide extra support for those students whose families are unable to offer such home learning experiences."* It recommends, *"support to encourage reading for pleasure, educational trips and out-of-school studying opportunities should be provided to promote attainment for disadvantaged students at all ages."*

Raising Attainment Strategy   Wilmslow High School