

Pupil premium toolkit: what works best at raising school achievement?

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*(thanks to Prof Steve Higgins and
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Outline

1. Motivations
2. Key messages
3. Findings
4. Next steps
5. Discussion



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Motivations

- More money \neq more learning
- Disadvantaged pupils
- Schools free to decide what they spend (but held to account)
- Pupil premium
- Hattie's summary of 50,000 studies
- Translating research into practise



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Estimates for 2014-15

£1750 Pupil premium

No on roll	10%	20%	30%	50%	70%	90%
50	£8,750	£17,500	£26,250	£43,750	£61,250	£78,750
100	£17,500	£35,000	£52,500	£87,500	£122,500	£157,500
150	£26,250	£52,500	£78,750	£131,250	£183,750	£236,250
500	£87,500	£175,000	£262,500	£437,500	£612,500	£787,500
750	£131,250	£262,500	£393,750	£656,250	£918,750	£1,181,250
1000	£175,000	£350,000	£525,000	£875,000	£1,225,000	£1,575,000
2000	£350,000	£700,000	£1,050,000	£1,750,000	£2,450,000	£3,150,000

Views on what works

- Initial suggestions from Government..
 - Smaller classes
 - One to one tuition
 - Uniforms
- And from schools..
 - Smaller classes
 - One to one tuition
 - More TAs



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Key messages

- No guarantees, only best bets
- Spread evidence based culture
- Relative comparison and costs
- Tyranny of averages; past results
- ‘Bananarama principle’



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The Bananarama Principle

- *It ain't what you do it's the way that you do it...*
- So how do you spend £860(?)/pupil to “get results”?
- Or, what does the evidence say is a good investment or a poor investment for learning?
- *It ain't what you spend but the way that you spend it...*

Performance pay	+ 0 months	£££	Pri, Sec Maths Eng Sci	☆	Very low/no impact for moderate cost
Teaching assistants	+ 0 months	££££	Pri, Sec Maths Eng Sci	☆☆	Very low/no impact for high cost
Ability grouping	± 1 month	£	Pri, Sec Maths Eng Sci	☆☆☆	Very low or negative impact for very low or no cost
Block scheduling and timetabling	± 1 month	£	Pri, Sec Maths Eng Sci	☆☆	Very low or negative impact for very low or no cost
School uniforms	± 1 month	£	Pri, Sec Maths Eng Sci	☆	Very low or negative impact for very low or no cost



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Assessment for learning	+ 3 months	££	Pri, Sec Maths Eng	☆	Moderate impact for moderate cost
Parental involvement	+ 3 months	£££	Pri, Sec Maths Eng Sci	☆☆☆	Moderate impact for moderate costs
Sports participation	+ 3 month	£££	Pri, Sec Maths Eng Sci	☆☆	Moderate impact for moderate cost.
Summer schools	+ 3 months	£££	Pri, Sec Maths Eng	☆☆	Moderate impact for moderate cost
Reducing class sizes	+ 3 months	£££££	Pri, Sec Maths Eng	☆☆☆	Low impact for very high cost
After school programmes	+ 2 months	££££	Pri, Sec Maths Eng Sci	☆☆	Low impact for moderate cost.
Individualised instruction	+ 2 month	££	Pri, Sec Maths Eng Sci	☆☆☆	Low impact for low cost.
Learning styles	+ 2 month	£	Pri, Sec All subjects	☆☆☆	Low impact, low or no cost
Arts participation	+ 1 month	££	Pri, Sec Maths Eng Sci	☆☆☆	Very low impact for moderate cost.



Toolkit to improve learning: summary overview

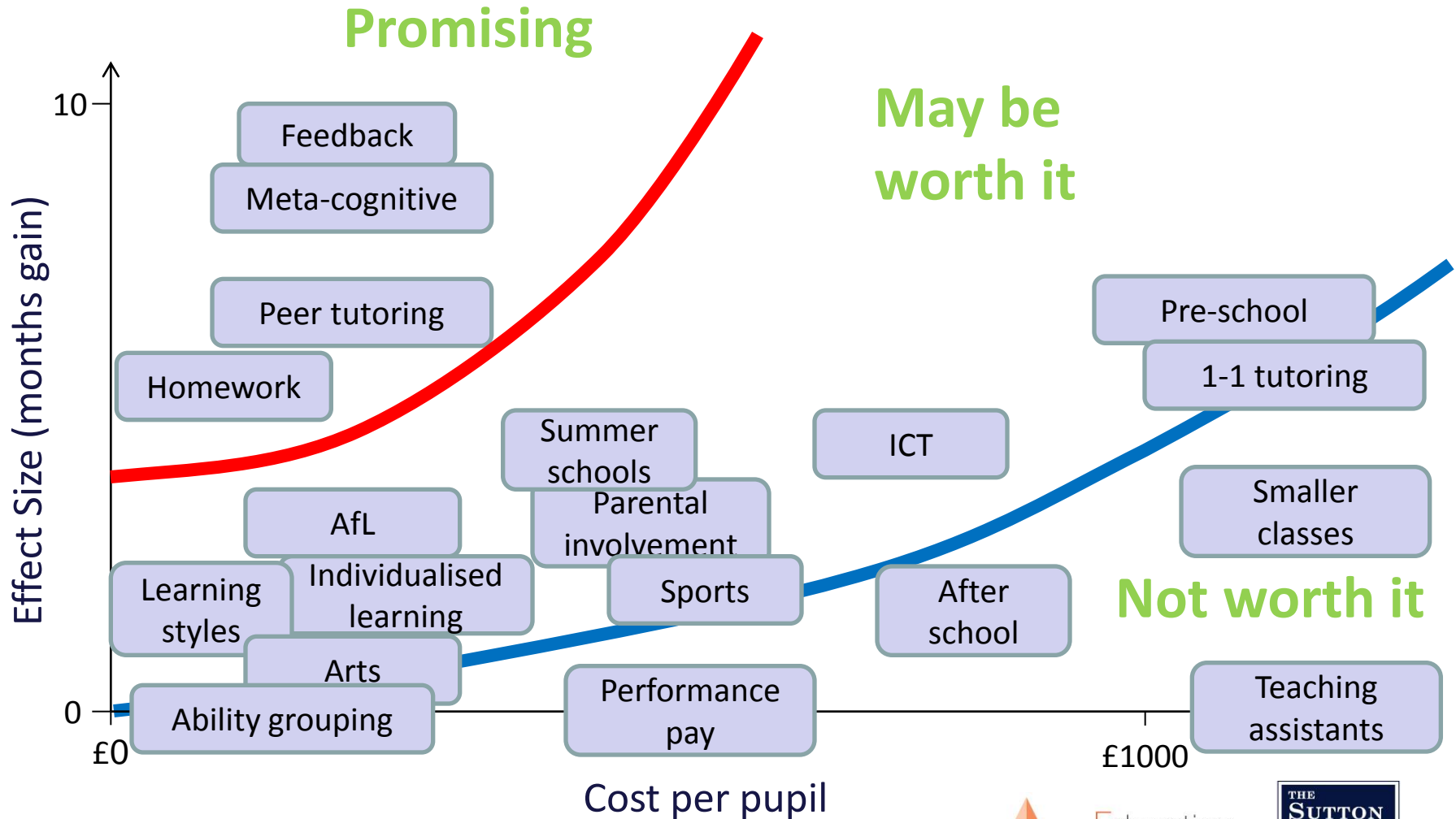
<i>Approach</i>	<i>Potential gain</i> ²	<i>Cost</i>	<i>Applicability</i>	<i>Evidence estimate</i>	<i>Overall cost benefit</i>
Effective feedback	+ 9 months	££	Pri, Sec Maths Eng Sci	☆☆☆	Very high impact for low cost
Meta-cognition and self-regulation strategies.	+ 8 months	££	Pri, Sec, Eng Maths Sci	☆☆☆☆	High impact for low cost
Peer tutoring/ peer-assisted learning	+ 6 months	££	Pri, Sec Maths Eng	☆☆☆☆	High impact for low cost
Early intervention	+ 6 months	£££££	Pri, Maths Eng	☆☆☆☆	High impact for very high cost
One-to-one tutoring	+ 5 months	£££££	Pri, Sec Maths Eng	☆☆☆☆	Moderate impact for very high cost
Homework	+ 5 months	£	Pri, Sec Maths Eng Sci	☆☆☆	Moderate impact for very low cost
ICT	+ 4 months	££££	Pri, Sec All subjects	☆☆☆☆	Moderate impact for high cost



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Overview of value for money



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What is it?

After-school programmes are services offered during term time and at the end of the school day where children or young people are involved in planned activities which are supervised by adults. However, the goals, objectives and approaches of the programmes may vary greatly. Sometimes they will have an academic focus and be taught by teachers from the school the pupils attend, others will have a wider variety of activities supported by adults with a range of skills and qualifications.

How effective is it?

Research findings indicate that participants in after-school programmes score higher on measures of academic achievement. However the gains are modest on tested attainment of reading or mathematics (with an effect size between .13 and .31) but no clear pattern of impact. There is evidence that there are wider benefits for low-income students in terms of behaviour and relationships with peers. For these families, attending a formal after-school programme where children spend more time in academic and enrichment activities reliably but modestly linked with their learning and behaviour, relations with peers and their attitudes to learning.

Impact summary: + 2 months (effect size 0.16)

How secure is the evidence?

There are a number of reviews and a comprehensive meta-analysis, mainly using data from the USA, but with broadly similar findings in the UK.

Strength of the evidence: ☆ ☆

What are the costs?

Analysis suggests that enthusiasm for after-school programs has outpaced the research base indicating the need for more rigorous evaluations with outcome measures that demonstrate effectiveness.

Most of the cost estimates after-school programmes come from the US, with a wide range from \$8 to \$36 (£5 - £25) per day for each young person involved, with an average at about (£10). The costs of different after-school programmes depend on a number of factors, including decisions about the types of activities provided, the staff-to-young person ratio, and the extent of investment in factors such as fundraising and the future sustainability of the programme. However assuming £10 a day for about half a school year (100 days) comes to about £1000 per pupil.

Cost summary: ££££

How applicable is it?

Programmes with greater structure, a strong link to the school-day curriculum, well qualified and well-trained staff, and opportunities for one-to-one tutoring seem particularly promising and more clearly related to academic benefits. Programmes may not be equally effective with all students. At risk children may benefit more as do younger children (5 – 10 year olds). In terms of subjects, positive effects for reading were highest for younger primary pupils and in secondary schools. For mathematics the gains were higher for older primary and secondary pupils. However it is harder to attract and retain pupils as they get older.

Further information: There is a 2007 review by the Collaborative for Academic, Social and Emotional Learning (CASEL): <http://www.caseel.org/sel/meta.php> .

Summaries

What is it?

How effective is it?

How secure is the evidence?

What are the costs?

How applicable is it?

Further information



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Next steps

- Interactive guide with more resources
- Expanding sections
- EEF – evaluating new projects
- EEF interventions
- EEF trial – teacher development in evidence based approach?

Summary

- Remember the 'Bananarama' principle
- Establish evidence based approach
- Good bets: teacher-pupil interaction – feedback, metacognition, peer tutoring



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