

Firstly, thanks very much for your patience as there has been quite a time gap between the previous edition of the newsletter going out and this one getting to you. Recent actions have been building upon the previous work carried out to get Cumbria's Pupil Premium Guide in place for schools. This has allowed us to now take a more strategic approach and explore the opportunities available across Cumbria for further, effective inter-agency working. Before Easter, we carried out SWOT analysis sessions in each LASL area and this, along with EPA returns, provided a great deal of food for thought. The information gained has been analysed by the Dismantling Disadvantage Development Group and has directly fed into strategic planning. You'll be seeing practical outcomes from this in the near future. Many thanks to all those who provided a venue or were able to attend the SWOT sessions!

Recent projects have also arisen in response to the release of further research from the Education Endowment Foundation. We sent a letter to schools about the value of engaging with Cumbria Library Services' Summer Reading Challenge and are working with Public Health Nurses to explore opportunities presented through the new guidance on Relationships and Sex Education. We're also piloting some 'Top Tips' training for addressing disadvantage (initially in primary schools) and will hopefully roll this out fully from September. We've been in touch with Children North East to engage with their Poverty Proofing the School Day project to raise awareness of the impact of poverty upon children, young people and families. We've also liaised with colleagues in North Lincolnshire and Renfrewshire as both authorities have been recognised for the positive impact they've made upon outcomes for disadvantaged learners. We'll provide updates on these programmes and additional projects in future editions of the newsletter.

Also, it has been clearly obvious that an incredible amount of commitment to addressing disadvantage is present in Cumbria. Without this, it would be almost impossible to make any meaningful impact upon the life chances of those who need it most. The time, energy and dedication you devote to this is very much appreciated!

Please don't hesitate to contact Calum Campbell (General Adviser) at calum.campbell@cumbria.gov.uk if you would like to get involved in any projects, submit an article or case study for the newsletter or discuss additional opportunities for addressing disadvantage.



Addressing Disadvantage through Family Learning

Family Learning courses are free to schools and nurseries settings and provide a great way to help parents and carers gain confidence and find out more about how to support their child's learning and development. The courses link closely to the Primary National Curriculum and the Early Years Foundation Stage framework and offer a friendly and supportive environment for adults to brush up on their own skills which can be a great help as parents try to support their child with homework.

For adults, Family Learning can be a stepping stone back into learning, help build closer relationships with their child's educational setting and keep up to date with current teaching methods. Children benefit greatly from the positive impact of dedicated one-to-one time with a family member as they work together for part of the course sessions and also from the on-going support at home that a Family Learning course encourages.

Courses are offered in English, maths, science, health and well-being, and art and craft, as well as a range of courses dedicated to the Early Years Foundation Stage, including how to support early writing and phonics. Our friendly tutors work closely with each group to meet the needs of every learner and all are qualified teachers with a background in primary or early years' education.

Please take note of the Education Endowment Foundation's research report – 'Working with parents to support children's learning'.

[educationendowmentfoundation.org.uk/
tools/guidance-reports/working-with-
parents-to-support-childrens-learning](http://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning)

For further information about Family Learning courses your school could access, please contact:

communitylearning.support@cumbria.gov.uk

Pupil Premium Plus for CLA

The Virtual School Head is responsible for managing pupil premium plus funding for all the children and young people in care to Cumbria County Council wherever they live.

The allocation of pupil premium plus will be on a needs driven basis as identified in the Personal Education Plan (PEP).

The Virtual School will allocate the pupil premium plus to schools on a termly basis based on the educational needs identified in the child's/young person's PEP. Schools must submit the PEPs each term to the Virtual School in order to receive the funding. Up to £766 is available per term and it is expected that schools will adhere to this termly expenditure. In exceptional circumstances where additional funding is needed, this can be considered. However there must first be a discussion with the link CLA Achievement teacher from the Virtual School who will liaise with the Virtual School Head. To ensure the CLA in school receive their allocation of pupil premium plus the Designated Teacher must send the completed PEP to the Virtual School within 5 working days of the PEP meetings/reviews. Schools will receive the funding at the end of each term.

The Virtual School Head and schools manage their pupil premium plus allocation for the benefit of their cohort and according to the needs of the child/young person.

Summary of Pupil Premium Plus for Children Looked After and Previously Looked After Children

Looked-After Child/Young Person	Previously Looked-After Child/Young Person
<p>Pupil Premium Plus (PP+) grant</p> <ul style="list-style-type: none"> Virtual School Head (VSH) is the budget holder and manages the PP+ for CLA. Schools evidence need and impact via the Personal Education Plan (PEP) which is reviewed termly PP+ is spent in schools on identified pupil VSH produces annual report of Pupil Premium Plus spend Impact of Pupil Premium is monitored via the PEP quality assurance process PP+ is not a personal budget for individual children 	<p>Pupil Premium Plus (PP+) grant</p> <ul style="list-style-type: none"> PP+ is paid directly to schools via the January School Census return Parents/carers are required to self-declare and provide evidence of previously looked-after status Grant can be spent by the head of school Schools are required to publish annual report on website of Pupil Premium spend and impact PP+ is not a personal budget for individual children

For more information about pupil premium plus for children looked after and previously looked after children please contact Penny Crudge (Virtual School Head) at penny.crudge@cumbria.gov.uk



Stainton C of E Primary School
Enjoy, Aspire, Achieve

EEF Research into Action

As part of our pupil premium strategy and EEF's 'Working with Parents to Support Children's Learning', we have been trying to raise standards in reading by developing a pleasure in reading, both in and out of school. We have invited governors and parents to come into school in order to listen to children read as well as work locally within our cluster, sharing good practice in order to raise standards. We have been working alongside the Learning Improvement Service and Cumbria Libraries to get more children involved with this year's Summer Reading Challenge - 'Space Chase'. Through close links with Penrith Library, we have arranged for all of our children at Stainton CofE Primary to visit the library in July where they will register and receive their own library card. Once the children have all been registered, a member from the library service will lead an assembly in school for children and parents in order to launch the Summer Reading Challenge for 2019. Members of our staff are going to be in the library on certain days during the summer holidays to encourage the children to come into the library on those days in order to see their friends and others from Stainton as they change their books. After speaking to a selection of children in KS1 and KS2 to find out what would inspire them to participate in the summer reading challenge, in addition to the pack of goodies they will receive, we are also going to have prizes and awards which will be handed out as the children come back to school in the autumn term. We are striving to get more children enjoying reading and spending more time reading at home. This initiative intends to bring the focus back to reading over the holidays and we are looking forward to holding a sponsored read-a-thon later in the autumn term.

Philosophy for Children (P4C) and Disadvantage

“For children living in difficult family settings, P4C may be the only time they will be given the space to talk about important issues. These children are often the ones who are entitled to the deprivation pupil premium.”

Headteacher, Education Endowment Foundation (EEF) P4C Project School

“The P4C approach is being used across Liverpool schools to support engagement, attainment and pupil wellbeing. Robust research, as well as anecdotal evidence from children, teachers and school leaders demonstrates the impact that this has on all children, but particularly those who experience deprivation and marginalisation. These children are often the ones who have least voice and whose families may lack agency.”

Julie McCann, Liverpool School Improvement Officer for Health and Well Being

Evidence shows that Philosophy for Children (P4C) can be effective in raising achievement for disadvantaged pupils with increases in cognitive ability greatest among lower achieving pupils. Primary schools who achieved P4C school awards had higher attainment overall and a narrower gap than the national average.

Cumbria has been at the forefront of training and practice of P4C in schools in the UK. In 2019, the county celebrates 25 years since its first P4C training workshop. A new partnership between Cumbria Development Education Centre, University of Cumbria, Cumbria SACRE, Little Chatters, Morecambe Bay Partnership and Philosopher's Backpack is busy planning for a celebratory P4C conference for the autumn. There will be a specific workshop about P4C and addressing disadvantage on the day. You can find out more #CumbriaP4Cis25

All levels of accredited SAPERE P4C courses are provided in Cumbria.

SAPERE Advanced Level 2A - North Lakes School, 13 and November 2019 contact laura@cdec.org.uk

SAPERE Foundation Level 1 - Netherwood, Grange-over-Sands, 18 and 25 March 2020 contact schooldevelopment@cumbria.gov.uk

Outdoor P4C, 9 October 2019, 1.30 to 4.30 at George Romney Junior School, Dalton in Furness. Contact gina@littlechatters.co.uk

Philosophy for Children for KS1 and EY Wednesday 30 October 2019 at Croftlands Infant & Nursery School, Ulverston Contact gina@littlechatters.co.uk

Philosophy for Children (P4C) for Governors (2 hour evening sessions)

6 November 2019 – Barrow 12 November 2019 – Carlisle 14th November 2019 – Workington Contact schooldevelopment@cumbria.gov.uk

For information about whole school training, introductory and upcoming SAPERE training courses or the September conference please contact local SAPERE trainer and Chair of Cumbria SACRE, Jane Yates janeyatesp4c@outlook.com

For further information about SAPERE (the national charity for P4C) please see www.sapere.org.uk or CDEC (Cumbria Development Education Centre)

www.cdec.org.uk

[SAPERE P4C Research summary](#)



Adult-Child Well-Being I Matter Training - Kendal ICC and Ghyllside School

I Matter Framework Training was set up to provide accessible multidisciplinary training for staff and parents of challenging, vulnerable children. Decades of research in child and family practice has confirmed that if we want to see reductions in challenging behaviour and improvements in children's mental health and wellbeing there is a need to get behind a relationship based and developmentally focussed community approach. I Matter provides schools with a proactive, pre-Early Help option with which to educate and support parents before difficulties have become too escalated.

The I Matter Project is currently working within the Kendal Integrated Care Community, bringing together Primary Care and a cluster of primary schools to think about these interlinked and often overlooked areas of need. Our first work into this complex area of practice has been with Ghyllside Primary School where we have been working together for more than two years. Ghyllside have deployed an experienced member of staff to the reception year with a specific pastoral element included in her role. All staff in the Reception year have been I Matter trained which includes an understanding of stress states, brain development, child development and the adult role.

The understanding and skills of both professionals and parents are vital as there are elements, including curriculum needs, which are easy to overlook. The resources and thinking of I Matter are used as a basis to start to build relationships with parents in order to think about children's wellbeing and developmental needs at home as well as in school. Our shared learning has been that I Matter thinking is relevant to the mental health and wellbeing of all families as most are coping with stresses of everyday life challenges that can inadvertently get in the way of strong healthy relationship.

The I Matter Project runs a rolling programme of introductory, foundation, intermediate and advanced training for schools and primary care. The next I Matter Framework one day intensive is on Weds 10th July at 9.15am in Kendal followed by a summer studies programme. We want to support schools and communities who want to take this important work forward. The programme will run again in the autumn of 2019. Please contact us for more information:

www.imattertraining.com/contact-us

A few current and planned projects...

- Piloting of 'Top Tips for Addressing Disadvantage' training for primary schools and the development of a disadvantage training programme to suit secondary schools.
- A Poverty Proofing the School Day pilot within Cumbria – see <http://www.povertyproofing.co.uk/>
- A new format for Pupil Premium Reviews to ensure that schools can access fresh perspective to provide a clear and thorough insight into their PP provision and opportunities to build upon this.
- Developing links with Philosophy for Children practitioners within Cumbria to build upon EEF research.
- The creation of 'research networks', supported by membership of the Chartered College of Teaching, to allow Pupil Premium / Disadvantage Leads to work alongside other professionals to ensure actions within their own school have as much impact as possible.
- Engagement with Cumbria Library Service to maximise take up for the 2019 Summer Reading Challenge in direct response to the latest EEF research.

If you would like to find out more about any of the project above, get in them or submit an article / case study for future newsletters, please contact Calum Campbell via calum.campbell@cumbria.gov.uk

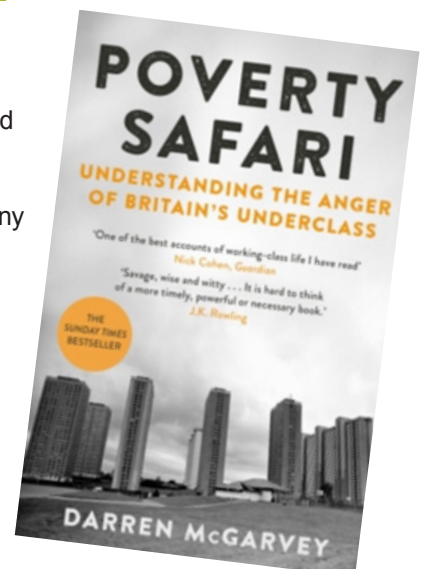
Development of materials to support the teaching of the new guidelines for 'parenting' within the KS3/4 Relationships and Sex Education curriculum.



Have you had chance to read...

'Poverty Safari' by Darren McGarvey?

If not, it would be well worth getting hold of a copy of this George Orwell Award winning book. It provides a first-hand account of the challenges faced by many children and young people in modern Britain and also provides a thoughtful perspective from this highly-regarded social commentator.



The Chartered College of Teaching

Some of you may already be aware of work of the Chartered College of Teaching as their Chief Executive, Dame Alison Peacock gave an inspiring talk at the Primary Heads' Association conference last autumn (see information below). We're now in a position to pilot a project which will make use of the extensive support of the College to initially focus upon addressing the disadvantage gap within Cumbria. The project will involve the development of 'research networks' within each LASL area, comprising of Pupil Premium / Disadvantage Leads from schools across all age phases. The aim is for rapid, positive impact for disadvantaged pupils in schools as a result of actions arising from quality, structured collaboration within the networks. The entire approach will be underpinned by rigorous, evidence based research from the College.

A year's membership of the chartered college (£45 for individuals) will be necessary for involvement in the project as this provides full access to the College's research bank and online support webinars etc. Membership of the Chartered College (individual and institution) could be an effective strategic use of Pupil Premium funding and its subsequent impact can be evaluated through the school's action plan for disadvantage.

We envisage that network groups will meet four times over the year – one afternoon in September, November, March and July – to explore specific opportunities for professionals to take back to their own settings and contexts. The College's online support and resources will be available throughout the year. The groups will also identify training needs within and across the LASL areas to ensure that schools have access to the most effective support possible.

This project has the potential to make a huge difference to all learners in Cumbria, whilst also providing an exciting professional development opportunity for those involved.

If you would like to find out more, please contact Calum Campbell (General Adviser) directly on 0797 144 6057 or via email - calum.campbell@cumbria.gov.uk .

The Chartered College of Teaching provides development, support and inspiration for all teachers at every stage of their career. We connect, inform and inspire teachers to take pride in their profession. Through membership, we provide the profession with the knowledge and research of good practice to improve outcomes for all pupils. Our peer-reviewed journal, Impact, teacher-led networks and Chartered Teacher programme provide access to effective classroom and leadership practice of what works in the classroom. Visit <https://chartered.college/> for further details.

Examples of the research articles available through the Chartered College can be found on <https://impact.chartered.college/2019/03/06/tackling-disadvantage-selected-research/>

Are you accessing all available data to support disadvantage?

The Education Endowment Foundation's recent publication – *'Working with Parents to support Children's Learning'* argues that schools should, *'Start by assessing needs and talking to parents about what would help them support learning: targeting is likely to be needed to use resources effectively and avoid widening gaps'*.

The Public Health 5-19 Service, Cumbria Partnership Foundation Trust & Cumbria County Council have produced an online, anonymous survey for families to help identify the health and development needs of children who are due to start school in Cumbria in the next academic year. The data gathered through this could provide a clear picture of patterns of need within and across schools if we are able to get as many families as possible to engage with the survey. Including a request to complete the survey within new-starter visits and meetings could be one way of highlighting the value of this to families.

The survey takes around fifteen minutes to complete (via a phone, tablet or computer) and families are not required to add their child's name when completing it. All data will be stored anonymously and confidentially on Cumbria Partnership Foundation Trust's database. Following the January closing date for school applications, the survey results will be analysed collectively by the Public Health 5-19 Service and used to identify schools, nurseries or communities where more health or educational support could be provided.

By assessing the school readiness of children aged 3-4 years old in this way, the information obtained can be used to inform future health, education and social care services. This could form another level of valuable support for schools in meeting the needs of children and families living in Cumbria.

To find out more about the survey, please visit contact the Public health 5-19 team via: www.cumbria.gov.uk/ph5to19/

The survey can be directly accessed via the link on the right hand side of the following website:
www.cumbria.gov.uk/childrensservices/schoolsandlearning/lss/applyforaninfantorprimaryschoolplaceforsept2017/startingschoolinseptember2019.asp

Case Study: Raising the profile of pupil premium provision



St Martin and St Mary is a large, 2 form entry primary school in Windermere, with 440 pupils serving the age range 2 to 11 years. We don't have huge numbers of pupil premium children 39 in all which is 10% of our full time children; some are FSM, some are pupil premium plus and we have two service families. There are currently several 2 years olds accessing our provision on supported places.

We wanted to raise the profile of our pupil premium children ensuring that our provision was flexible and responsive to personal need.

A pupil premium audit was commissioned in March 2018; two colleagues from neighbouring schools came and examined our provision and reporting systems, toured the school, and talked to staff and pupils. This was so valuable. They provided school with an accurate reflection of what we were doing and made recommendations to improve. They praised our 'non-negotiable pp provision' which all teachers used as our promise for these children. All our teachers:

- Complete pupil premium evaluation /impact sheet each term
- Discuss provision, attendance, attainment and progress with team leader at least once a term at pupil progress meetings – or earlier if required
- Mark English and Maths books first or prioritise observations for EYFS
- Ask the child a question in each lesson
- Extra adults in the class? Prioritise child for additional reading
- Put forward child for opportunities for nurture groups
- Engage with parents – telephone with updates if not seeing them regularly
- Include in additional intervention groups
- Ask yourself: Does child have all equipment they need? What else do they need?
- Trips are paid for by school

We find this is a really useful starting point. Recommendations included:

- Reporting the impact using the pupil premium provision plan and review documents – this has made our reporting more robust.
- Appointing a Governor for pupil premium children
- Using our assessment system to monitor progress of pp children – we were doing this, but it needed refining.
- Networking with other schools to share good practice – this has been very powerful. Other schools, secondary and primary met after school one day and we shared all the different ideas and approaches.

In summary, this is what we now do. It is straightforward, can be achieved by all teachers and is making a difference for our children.

Pupil premium - What do we do?

- Identify which children are entitled to pupil premium
- Maintain a register and keep class teachers updated
- Office ensure funding is secured
- Office provide parents of Nursery children with EY PP claim forms and keep headteacher updated
- Class teachers complete pupil premium evaluation form for year group
- Identify barriers to learning and intervention strategy
- Class teachers follow our pupil premium provision plan
- Class teachers meet with team leader each term to review progress and intervention strategy
- Class teachers use tracking system to record assessment outcomes and progress for Maths, Reading, SPAG, Writing and Science for all pupils
- Pupil premium children tracked separately
- Team leaders complete pupil progress reviews including review of each pupil premium child
- Pupil tracking – compare the attainment and progress gap for pupil premium children and non-pupil premium children
- The 'provision plan' and the 'provision plan review' are published on our website each Autumn term
- Our pupil premium Governor is kept up to date each term