



Date	Autumn 2014
Key stages	KS2
School type	LA maintained, primary
Themes	RANGe Mathematics Pupil premium

A focus on mathematics for pupil premium children in Dacorum

Four schools in Dacorum

Context

The following case study is related to Herts For Learning's Raising Achievement Narrowing Gaps effectively (RANGe) project.

The following four schools chose to focus on mathematics as part of the project: Chambersbury Primary School, Brockwood Primary School, Chaulden Junior School and Yewtree Primary School.

Brief description

The Dacorum schools had an average Pupil Premium Grant (PPG) entitlement rate of 35%. The key elements of the support were:

- ✦ an integrated multi-disciplinary team approach
- ✦ a maths specialist deployed to the schools
- ✦ individual and group headteacher strategy meetings to resolve outstanding issues

The project

The four schools together used devolved funding to commission local provision to support high quality continued professional development for staff as well as opportunities for pupils to develop their confidence in and application of mathematics.

At the start of the project and in each term, the school leaders met to discuss the whole school strategy for raising the achievement of PPG pupils. From the onset there was a strong focus on school to school support including sharing expertise and practice. Each school then tailored the practice to their own setting by adapting shared ideas. The project meetings also informed the termly meetings of subject leaders and the teaching and learning advisor to discuss the progress of targeted groups, and progress made towards whole school development.

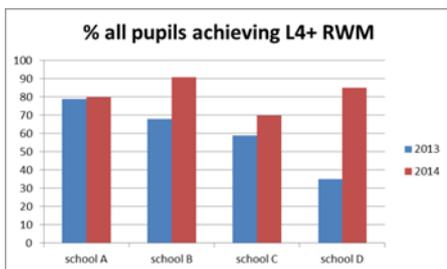
Continuous professional development (CPD) needs for whole staff were also identified. Herts for Learning provided consultancy support with exemplar materials, partnership planning and teaching and support with curriculum planning. Network meetings were also held termly for subject leaders to develop their skills in leading

Impact

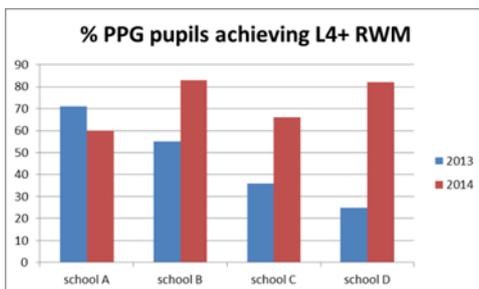
Outcomes in attainment in reading, writing and maths:

Overall three out of the four schools made considerable progress from 2013 to 2014 :

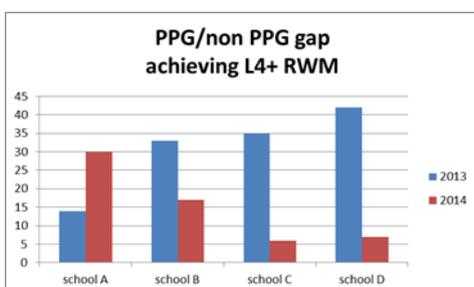
- ◆ the improvement for all children achieving L4+ RWM ranged from 11 to 50 percentage points (pts)



- ◆ the improvement for PPG children achieving L4+ RWM ranged from 28 to 57 pts



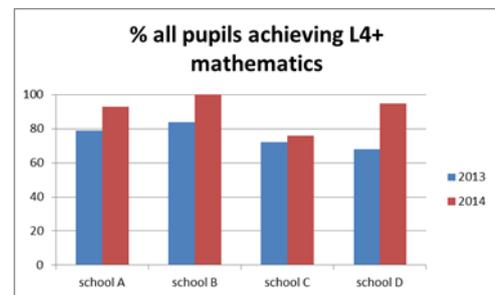
- ◆ the improvement in the PPG/non PPG gap achieving L4+ RWM ranged from 16 to 35 pts



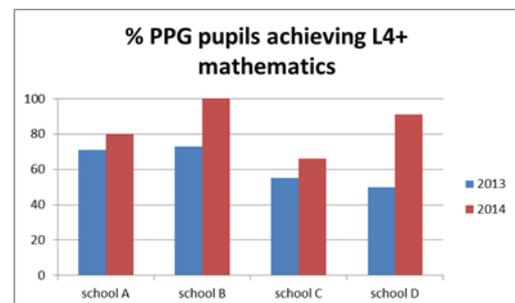
- ◆ in 1 school 100% PPG pupils achieved L4 in reading and mathematics and all pupils (PPG and non PPG) made expected progress in all three subjects

In mathematics:

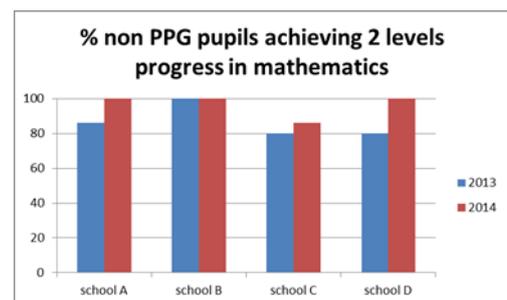
- ◆ the improvement in L4+ for all children in all four schools ranged from 4 to 27 pts



- ◆ the improvement in L4+ for PPG children in all four schools ranged from 9 to 41 pts



- ◆ the improvement in three of the schools for non PPG children making expected progress in mathematics ranged from 6 to 20 pts (the 4th school achieved 100% both years)



- ◆ the improvement in three of the schools for PPG children making expected progress in mathematics ranged from 20 to 35 pts

- ◆ In addition, in all four schools 100% of PPG children made expected progress in writing

Increased motivation

One school reported that children in years 5 and 6 in particular, were highly motivated and willing to engage in challenging mathematics sessions. The whole school focus on this vulnerable group has improved provision especially for the more able PPG children. Staff are also more confident and aware of the need for tracking PPG children and ensuring that they are achieving their full potential with challenging targets. They have positively responded to target setting and are becoming increasingly skilled at ensuring that planning meets every child's needs.

Staff became more focused

Another school felt the largest shift for the school has been the conversations between all members of staff who are now very much focussed on the progress children are making in mathematics, and are aware of, and able to discuss in detail, the needs of PPG and vulnerable children. The emphasis of quality first teaching has now ensured that all mathematics teaching is either good or outstanding, and this has made a noticeable difference in the progress and attitude of the children across the school. The subject leader is much more confident in all areas of the role and proactively aids other members of staff both on individual basis and as a whole group.

Sharing the common language of mathematics

The most noticeable impact across the project has been the sharing of a common language of learning and mathematics, a consistency across the schools and a clear understanding of what good mathematics teaching and learning looks like. By tailoring the focus to each school's needs a significant outcome was the empowerment of the staff. Each school was able to celebrate their strengths and highlight the practice that was having an impact on the outcomes for pupils. Overall the attitudes of the PPG children were changed significantly as they were able to articulate

their confidence in maths and how they had developed their skills as a learner.

In addition, the schools found that, when they applied the generic features of effective school improvement to other areas of their work, such as writing, they had a positive impact. This is important to note because it illustrates that it is possible to replicate success in one aspect of a school's work to other key priorities.

Why it worked:

The commitment from the head teachers to the project ensured it maintained a high priority within school improvement and a necessary focus throughout the year. Regular strategic meetings enabled the focus to be refined and developed while taking into account each individual setting. The clear leadership and direction of the headteachers was a major factor of success, in addition to:

- ✦ whole school development
- ✦ clear support and high levels of practical material and consultancy advice
- ✦ the use of data and performance monitoring to track progress
- ✦ active engagement across all four schools.
- ✦ the use of a range of data to identify where to focus and target resources
- ✦ the provision of specialist assistance
- ✦ intensive personal leadership support for subject leaders
- ✦ partnership working in a range of ways.

Next Steps

Schools felt that the project had been a great learning journey for them. They stated that they would use this process as a blueprint for further developments and maintain the strong relationship for school to school support.

Contact details

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If you have an aspect of interesting practice that could be shared or are interested in finding out more about a case study please get in touch by emailing exchangingexcellence@hertsforlearning.co.uk

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