

What can we achieve in 2020?

The last year has seen a range of developments to tackle disadvantage in Cumbria and we'll share more detail on these in this edition of the newsletter. The local and national news continues to provide information relating to poverty and the impact this has upon children, young people and families. Schools often find themselves needing to address a range of barriers individuals face before engaging them in productive learning. Over the past year, we've been piloting a range of approaches to support schools - Poverty Proofing, Top Tips for Addressing Disadvantage Training and a new Pupil Premium Review format – and intend to roll these out further in the coming months.

We're also developing links with a range of agencies to ensure that approaches taken by schools are linked to wider support available to families. This intends to allow schools to focus upon their key purpose – education - and help children and young people to break free from the poverty trap.

Some of you may have already seen Channel 4's Dispatches programme – Growing Up Poor: Britain's Breadline Kids. For those of you who missed it, the programme is still available via their catch-up player and is highly recommended watching for anyone working with children and young people. Regardless of the wider politics relating to poverty, pupils in our care often have no control over the life conditions in which they find themselves. The actions we're taking allow all pupils to enjoy a more positive experience in school and engage with learning.

The feedback we've had about the previous editions of the newsletter has been very positive and it owes its success to all of those in Cumbria who are doing a great job in tackling disadvantage. If you have anything you'd like to share, or would like to see in future editions, please do get in touch.

Many thanks and best wishes for 2020!

Summer Reading Challenge Smashes It!

A huge thanks to everyone who responded to the request to engage as much as possible with last summer's Reading Challenge. The additional take up last year was significant to say the least!

- 2019 National increase in SRC participation 1.1%
- 2019 Cumbrian increase in SRC participation 23.8%

We did a fantastic job last year so what further increases in engagement with the Summer Reading Challenge by Cumbrian children can we achieve in 2020?

The theme for the Summer Reading Challenge 2020 is 'Silly Squad'. This will be a celebration of funny books, happiness and laughter. Following feedback from children, the story will be set in a fun house and will feature a team of mad-cap animals who love to make people laugh.

Schools employed a range of strategies to promote engagement by pupils last year. For instance, Stainton CE School:

- Took children to the library to register for the challenge and receive their own library cards.
- Arranged for a member of the library service to lead an assembly in school for children and parents to launch the Summer Reading Challenge.
- Organised for members of staff to be in the library on certain days during the summer holidays to encourage children and families to visit the library, see their friends and change their books.

The research document from the EEF that many schools referred to last year as part of their strategy to support disadvantaged pupils can be accessed here – educationendowmentfoundation.org.uk/school-themes/parental-engagement/



The 'Feed and Read' project in Allerdale was also a huge success. During the summer break, 905 healthy lunch boxes were received by children across three libraries: Workington, Maryport and Moorclose.

Allerdale Libraries plan to offer a similar programme in February, each offering lunches for one day during the half-term break. The participating libraries are: Aspatria, Cockermouth, Moorclose, Keswick, Maryport, Seaton, Silloth, Workington and Wigton.

Please contact your local library to find out more.

Transforming and Innovating Philosophy for Children (P4C) in Cumbria

In 2020, we are celebrating 25 Years of Philosophy for Children in Cumbria! An exciting event will take place in May at the University of Cumbria's Ambleside campus - where it all began. Children, students, teachers and leaders are invited to join together for interactive workshops focusing on the P4C approach. Whether you are an experienced practitioner or new to P4C, this event will offer an opportunity to explore practical activities and ideas for developing critical thinking through dialogue. There will also be a focus on the impact of P4C in disadvantaged schools.

Local SAPERE Trainer, Jane Yates, is fortunate to visit schools all over the UK who have chosen to embed P4C in their ethos and curriculum as part of SAPERE's flagship Going for Gold P4C programme. Jane says: "What is striking, is the impact that P4C can have on pupils in the most disadvantaged schools. Often pupils who do not normally shine in academic lessons find they have a lot to offer in P4C – they find a 'voice'. I also see much benefit for EAL pupils, not only in terms of developing speaking and language skills, but for helping new pupils settle more easily within a class that has built a caring and collaborative ethos through regular P4C sessions." These observations are backed up by research from the Education Endowment Foundation.

"Do we judge people on the way they look?"

You might be mistaken for thinking this was a P4C question being discussed by pupils in school or teachers on training. However, this was actually a question generated and discussed by governors during recent P4C training for governors from schools in the Barrow area. Further questions included: Is stealing ever justifiable? If we make a mistake should we own up? As well as hearing about the social and academic benefits, school governors also took part in a P4C enquiry. This had a huge impact on them as they could see for themselves how pupils would benefit from, and enjoy, this approach. Getting governor support for a new educational initiative can often be a crucial step for your school. If any schools are interested in a tailored P4C session for school governors, please contact schooldevelopment@cumbria.gov.uk

Please see the training section at the end of the newsletter for details of P4C courses.

For further information about SAPERE (the national charity for P4C) please see www.sapere.org.uk

Case Study – The Power of Disadvantage Cluster Groups

We identified a need in school to address our own provision for disadvantaged pupils and investigated the advice and support available locally. We spoke with our cluster of schools, Carlisle Schools Partnership, and decided there was enough need and interest to set up and trial a cluster sub-committee to focus on supporting disadvantaged pupils. We were not entirely sure how this would look or how to ensure it would have most impact so sought advice and support from Calum Campbell (GA).

All of our contexts differ hugely. Some schools have high percentages of PP funded children and some have low percentages but still have families who are living in poverty. Following our initial meeting, members helped to plan Cumbria's Top Tips for Addressing Disadvantage training. We've since contributed to developing a new format for Pupil Premium Reviews; trained as PP Reviewers; trained as Poverty Proofing Researchers and have also had a positive impact upon the provision in, and across, our schools.

Sharing good practice underpins everything we do. Each meeting includes Local Authority updates and time to share a school's or individual's professional journey. We have recently developed a system of case studies where a school can share their unique context alongside proven approaches, ideas and areas for development. We have now added an additional element to each meeting where a member shares a piece of research prior to the meeting for the group to discuss. Several members have joined the Chartered College of Teaching as a source of research. Our most valuable asset is the group's combined expertise and determination to improve provision within their own schools and all schools across our cluster.

If you're thinking of setting up a cluster disadvantage group:

- Check with headteachers about any local strategic plans before starting anything – could clusters merge to form a group?
- Contact calum.campbell@cumbria.gov.uk to explore potential support for new groups
- Begin by arranging an open meeting with other cluster PP Leads to explore needs and opportunities
- Explore existing good practice within the cluster and further opportunities to share and gather experience.
- Consider engaging with Pupil Premium Reviews and/or Poverty Proofing Audits to develop provision even further.

Nicky Corfield – Headteacher, Kingmoor Infant and Nursery School



How Are Some Cumbrian Schools Closing The Attainment Gap?

When we visited Renfrewshire last summer to find out how they have made significant progress in supporting disadvantaged pupils, their education team explained about their investment in a 'data rich culture'. This involved all those working with children and young people across their schools becoming comfortable with the use of data to ensure that evidence informs actions at all levels.

We know that we have some fantastic practice across Cumbria and wondered how an analysis of our data could shine a light on a range of different aspects of this. For this edition of the newsletter, we analysed national KS2 data for Reading, Writing and Maths combined to identify schools that have sustained a narrowing of the attainment gap, or in some cases closed it, over the past three years. We then selected schools where Y6 cohorts have contained at least 10 pupils in receipt of Pupil Premium for each of the past three years and where the 2019 attainment figure was above the national disadvantage figure. These schools, along with their results, are included in the table below. We then contacted the schools identified in the table above to ask about the key actions they have taken to address the attainment gap. Their responses regarding such actions are summarised below.

2019 National KS2 RMW Combined Disadvantaged – 51%			
2019 National KS2 RMW Combined Non-Disadvantaged – 65%			
Cumbrian Primary Schools Number on Roll Pupil Premium %	KS2 RMW Combined % - Disadvantaged		
	2017	2018	2019
Beaconside NOR 449 / PP 14.9%	44.4	56.3	83.3
Belle Vue NOR 424 / PP 12.7%	21.4	54.5	64.3
Cambridge NOR 208 / PP 46.6%	23.5	56.0	58.8
Pennine Way NOR 438 / PP 32.6%	58.3	69.2	80.0
South Walney NOR 179 / PP 25.1%	47.1	71.4	76.9
St Mary's NOR 211 / PP 28.5%	80.0	81.8	84.6

- Ensure school culture supports high expectations for all pupils
- Focus upon high quality classroom practice throughout school and regular monitoring of learning
- Identify community, cohort and individual barriers to support action planning
- Use data systems to closely track pupil progress and set ambitious targets
- Invest in quality first teaching - carry out an audit of training needs
- Explore strategic restructuring - matching cohort needs to the strengths of teachers and support staff
- Use teachers' professional knowledge and data to target individuals for specific interventions – review interventions to assess their impact
- Explore the potential impact that a dedicated Pupil Premium Governor could have for school
- Encourage disadvantaged pupils to take part in the wider curriculum (after school clubs / lunchtime clubs / sporting events) to experience success in all areas of school life
- Offer school-paid breakfast clubs for disadvantaged children (where needed) to promote good attendance, punctuality and support positive social interaction before the start of the school day
- Support pupils through behaviour and wellbeing interventions
- Provide quality CPD for all staff including TAs, NQTs, RQTs, Subject Leaders, Middle Leaders
- Implement pre and post tutoring, specifically targeting individuals and vulnerable groups
- Develop research based appraisals – linking classroom practice to action research / performance management
- Monitor attendance – focusing in on how to ensure gaps are filled once the child has returned to school
- Look to learn from others schools / settings / authorities – outward-facing schools

We are fully aware that this 'slice' of data cannot account for the full range of positive work taking place in Cumbrian schools and intend to look at wider aspects in future newsletters. If you have any examples of good practice you'd like to share, or would like to discuss any aspect of this further, please contact Calum Campbell via calum.campbell@cumbria.gov.uk .

Further details relating to the actions above can be gained through engagement with the Top Tips for Addressing Disadvantage training course or through collaborative links with other schools, possibly through the establishment of a disadvantage cluster sub-group. Please note that some of the areas highlighted above are covered in the training opportunities included on the final page of the newsletter.

News from the Virtual School Children Looked After (CLA) and Previously Looked After Children

New Virtual School Headteacher appointed as Penny Crudge retires

Jane Fallon will begin her new role as the Virtual School Headteacher on Monday 6 January 2020 and replaces the retiring Virtual School Headteacher, Penny Crudge who leaves the council after 16 years.

Commenting on her appointment, Jane said:

"I am delighted to begin working in Cumbria as the Virtual School Headteacher and am looking forward to building on all the positive work already going on.

I've had such a warm welcome already and I look forward to getting out and about in the New Year to meet more people and organisations, and most of all doing our best for the children and young people we support."



Cumbria Pupil Premium Plus Awards 2019

Thank you to those who took part and submitted case studies on the positive impact of pupil premium plus for CLA.

The winners were:



Newman School, Carlisle



St Benedict's Catholic High School, Whitehaven



Inglewood Infant School, Carlisle Dowdales, Dalton-in-Furness
Cllr Sue Sanderson who chaired the judging panel said:

"The judges would like to thank every school that entered the awards. We were inspired and invigorated by the examples of good practice. It was wonderful and very heart-warming to read of the creative and individualised way that extra support is given to children and young people who are looked after in Cumbria. The message came through very clearly, in the case studies, that people who work in schools have high aspirations and they go the extra mile to support the children and young people. Congratulations to the winning schools and I look forward to reading more case studies next year."

Self-Evaluation Form for Designated teachers for Children Looked After (CLA) and Previously Looked After Children

In the autumn term the Virtual School launched a **Self-Evaluation Form** for Designated teachers for Children Looked After (CLA) and Previously Looked After Children to use. The document can be used to ensure schools fulfil the statutory duty to promote the education of CLA and previously CLA. It can be accessed at: www.cumbria.gov.uk/childrenservices/schoolsandlearning/virtualschool/education/headteachersandgovernors.asp

Schools who have already completed it say that it highlighted to the senior management team and governors the good work taking place in the school and areas for development.

New PSHE Resources from the Library Service for Schools and the Public Health 5-19 Team

Healthy Body, Healthy Mind boxes are now available for you to borrow!

This carefully chosen selection of books will support and enhance your PSHE teaching, covering the following areas:

- Understanding emotions and feelings
- Healthy diet and nutrition
- Exercise
- Staying safe, including digital safety
- Confidence, self-esteem, being 'different'
- Looking after your teeth
- Sleep
- Family and friends

To help you get the most out of the books, guidance and suggestions for discussion are included where appropriate. (Any boxes borrowed will be included in your usage of your annual topic box entitlement).

To order a box (EYFS, KS1 or KS2) please contact Library Services for Schools t: 01228 227277 e: library.servicesforschools@cumbria.gov.uk

Developing Cumbria's Leaders of Today and Tomorrow

Over the last 10 years The Centre for Leadership Performance (CfLP) has been committed to its mission, To Develop Cumbria's Leaders of Today and Tomorrow. During that time, we have built strong and positive relationships with both business and education sectors, working with over 50 businesses, 120 schools and 3,000 young people to understand their leadership development needs and develop a collaborative approach that responds to those.



"We had some really positive feedback from the children regarding the Contract to Cube-It session. They said it was great fun, but really hard - an excellent combination in my opinion!" - Ross Peacock, Head at Moresby Primary School, Whitehaven

"What a great opportunity for your pupils to hear about the variety of careers they could aspire towards." - Ofsted Inspector

"Our pupils enjoyed listening to the career histories of our visitors and received lots of advice on what they can aim for in the future." - Carolyn Newland, Head at St.Mary's, High Harrington.

"The work that the scheme has undertaken with the school so far have been really well received and enriched the curriculum for our children". - Dawn Watson, Head at Eaglesfield Paddle Primary School.

As a not for profit organisation we believe "Better Leadership, Better Lives" and are committed to improving lives in Cumbria.

<https://www.cforlp.org.uk>

Bright Stars is a County wide enterprise competition open to all Cumbrian Primary schools that aims to encourage entrepreneurship, nurture creative thinking and aspirations, build confidence and develop leadership and team building skills in primary age pupils and get kids excited about business and the world of work from a young age - www.cforlp.org.uk/events-bright-stars.html

The Primary Business Partnership is a free signposting and brokerage service for primary schools and businesses across Copeland and Allerdale. It builds on relationships between schools and businesses, mapping needs and matching with existing provision and developing new solutions with partners to address identified gaps. The PBP website www.primarybusinesspartnership.org.uk website can be accessed by all primary schools across the County and is a useful signposting service for both local and national activities with free access to lesson plans and other resources.

CfLP is the delivery partner for PBP programme which is funded and established by OneAIM – www.one-aim.co.uk (a joint venture between Wood and Interserve) it has received additional funding from April 2019 for two years from Sellafeld Ltd to accelerate the programme

We are currently working with 65 schools across Copeland and Allerdale who are signed up to the programme to broker links with local businesses to support career related learning and have reached over 6500 pupils; have 300 volunteers on our database from 124 different businesses from a range of sectors.

If you are a Primary School in Copeland and Allerdale and would like to REGISTER YOUR SCHOOL for this FREE service click on the link below to sign up or call on 01900 824 822 for more information.

www.surveymonkey.com/r/PBP_School_Profile

Dream Placement brings together 16-18-year-olds with employers for a 6-month leadership development programme and is a unique collaboration between businesses, educators and young people.

www.cforlp.org.uk/events-dream-placement.html

Cumbria Future Leaders builds on the work of Dream Placement to support the growing 1000 strong alumni and their peers who make a key contribution to the future of Cumbria's community and economy. It is important to harness their input and talent which will be the focus of Cumbria Future Leaders. CFL will work collaboratively to broker opportunities and connections between young people aged 16-25, employers and their communities.

www.cforlp.org.uk/cumbria-future-leaders-forum-notice-board.php



New Advice from DfE about Pupil Premium '3 Year Plans'

The DfE have recently released advice about 3 Year Plans and state that –

We recommend that you:

- Take a longer-term approach to planning how to use the grant (for example, over 3 year period)
- Update your online statement at least once a year, starting from late in the autumn term

You may find using the 3-year strategy approach makes it easier to plan your:

- Spending
- Recruitment
- Teaching practice
- Staff development'

www.gov.uk/guidance/pupil-premium-effective-use-and-accountability

The main focus is upon a strategic approach to planning, hence recommending a three year projection. Please bear in mind the potential for long-term impact offered by Poverty Proofing the School Day audits and the newly developed Cumbrian format for Pupil Premium Reviews. Both of these projects have been developed in conjunction with Cumbrian Headteachers and Disadvantage Leads and will be available to schools in the coming months. The projects explore different aspects of a school's provision and it could be a clear strategic benefit for schools to be involved with both projects over time. Reviewers are currently being trained, pilots are underway, and we will have final details out to schools about how to engage with the projects soon.

Poverty Proofing the School Day – Training Opportunity

A couple of places have just become available for Poverty Proofing training this month. The training is open to Senior Leaders in schools and Children North East will be delivering the training on Wednesday 22nd and Thursday 23rd January in Penrith Fire Station. The full training also involves one day of shadowing an audit in a Cumbrian school. Those who have already been involved in the training have found it to be a hugely beneficial professional experience. Involvement in the training is based upon an agreement to carry out approximately one school audit per half-term over the coming years. The Learning Improvement Service has funded the pilot project (including training for auditors) and we are currently developing a sustainable pricing structure for audits to cover supply costs to schools who have released auditors.



If you would like further information about this opportunity, please email calum.campbell@cumbria.gov.uk as soon as possible.

Training and Events

Understanding Attachment

iHow Attachment and Trauma Impact upon Learning – Free

- 11/02/2020 Greenhill Hotel, Red Dial, Wigton, CA7 8LS 9.00am - 12.00pm
- 13/02/2020 Netherwood Hotel, Lindale Road, Grange-over-Sands, LA11 6ET 9.00am - 12.00pm

Booking via the 'Cumbria's Training Events for School Based Staff' course brochure for the 2019/2020 academic year available at: www.cumbria.gov.uk/childrensservices/schoolsandlearning/lss/tradedservices/

Philosophy for Children (P4C)

- SAPERE Philosophy For Children (P4C) – accredited Foundation Level 1 - 18 and 25 March 2020 Netherwood schooldevelopment@cumbria.gov.uk
- P4C for KS1 and EYFS – 18 March 2020 Wigton Infants School 1-30- 4.30pm gina@littlechatters.co.uk
- Transforming and Innovating P4C in Cumbria – Conference – 19 May 2020 University of Cumbria, Ambleside led@Cumbria.ac.uk www.cumbria.ac.uk/LED

For information about whole school training, introductory (Level 1) and advanced (Level 2A/2B) SAPERE training courses in Cumbria, please contact local SAPERE trainer and Chair of Cumbria SACRE, **Jane Yates** janeyatesp4c@outlook.com

Developing a Data Rich Culture

Analysing your attainment and progress data in FFT Aspire (Focus upon Pupil Premium / Disadvantaged Pupils)

The session will explore how FFT data can be used to support school self-evaluation, to implement effective target setting and an overview of how the new Aspire Pupil Tracking system can be used to closely monitor and track pupils (including those pupils identified as FSM6).

Course A: Wednesday 4 March 2020 **Course B:** Thursday 5 March 2020

Course C: Friday 6 March 2020 All sessions will run from 10.00am – 12.00pm

Course A: Chill Out Zone, St Gregory and St Patrick's Catholic Community School, Esk Avenue, Whitehaven, CA28 8AJ

Course B: Harraby Community Centre, Edgehill Road, Carlisle, CA1 3SN

Course C: Westmorland County Agricultural Society, Lane Farm, Crooklands, Milnthorpe, LA7 7NH

Booking: Course Fee £50 – Course Code – TS 357 (D-F)

Getting the most out of FFT Aspire, ASP and IDSR (Practical Session - Using your own Pupil Premium / Disadvantaged Data)

This course will focus upon FFT data all schools in Cumbria have access to and how it can be used in conjunction with Analyse School Performance (ASP) and the Ofsted data dashboard (IDSR) to effectively evaluate school performance.

Dates and Time:

Course A: Wednesday 4 March 2020 **Course B:** Thursday 5 March 2020 **Course C:** Friday 6 March 2020

All sessions will run from 1.00pm – 4.00pm

Venue:

Course A: Chill Out Zone, St Gregory and St Patrick's Catholic Community School, Esk Avenue, Whitehaven, CA28 8AJ

Course B: Harraby Community Centre, Edgehill Road, Carlisle, CA1 3SN

Course C: Westmorland County Agricultural Society, Lane Farm, Crooklands, Milnthorpe, LA7 7NH

Booking: Course fee £50 Course Code TS 358 (D-F). Places for these events can be booked in three ways:

- Registered users can book through our online system SLA–Online <https://secure2.sla-online.co.uk/?logo=10>
- By emailing The Apprenticeship and School Development Team at school.development@cumbria.gov.uk
- By calling the team on 01228 221312/221316