Teaching Schools Council Strategic School Improvement Fund round 3 - final reminders

April 2018

Department for Education

TSC
TSC Lancashire & West Yorkshire

Research
Schools Network

Presenters

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- **Tam Mason - Chair**

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Agenda

Introduction

Key aspects of the application form to consider in round 3

What makes for a 'strong application' ?

Input and advice from EEF

What's new for Round 3?

- **Timing**   - Round 3 projects can run from September 2018 to March 2020
- **Curriculum**   - More detailed guidance for curriculum-related proposals on gov.uk – and later today
- **Scope**   - Maintained nursery schools and post-16 academies are now within scope for support
- **Eligibility**   - E6-E14 can be based on 2015/2016 and 2016/2017 data – available to SRIBs from this week

  - E15 new Early Years criteria (applicants to use local intelligence to determine)

  - Potential applicants can obtain a list of eligible schools – from SRIB members

  - Flexibilities have been introduced for applications supporting first and infant schools, and for schools which do not have performance data, such as new, small or middle schools

- **Evaluation**   - Overall evaluation of projects to be completed by Department for Education only
- **Criteria**   - Workload impact and track record in deliverability

  - Applications must now evidence the expected change in the classroom as a result of the improvement activity

- **MATs**   - Updated requirements for multi-academy trusts, and teaching schools within multi-academy trusts, wishing to support schools in their trust

Applications should continue to focus on local improvement priorities using evidence to demonstrate need and evidence-based approaches to sustainable school improvement which clearly set out what is expected to change as a result of the programme and how this will lead to improved long term outcomes.

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Strategic School Improvement Fund application form

You are now completing an application for the Strategic School Improvement Fund. You can save and return to your form at any time throughout the application. On submission of your application you will receive a PDF copy for your records.

You can use the navigation above to jump between completed sections of the form.

For further information on the Strategic School Improvement Fund please visit GOV.UK.

Application completion notes for completing your application can be downloaded on GOV.UK.

Your reference number for this application is : **SSIF71028899**

If you have previously saved a copy of this form, you can access it on the saved forms page.

Section 1: Applicant details

1. What type of organisation are you:

○ Teaching School
○ Multi-Academy Trust
○ Local authority

What the guidance says

We welcome applications that seek to improve the design and teaching of parts, or all, of schools' curricula. Successful bids will demonstrate how they take account of…. [Unlocking Talent, Fulfilling Potential](#) and the knowledge-based approach set out in the national curriculum, national primary assessments and/or GCSEs and A levels.

We particularly welcome applications that demonstrate how they will improve teaching so that all pupils can access lessons and stay on track. Applications proposing small group or one-to-one interventions will only be successful if they set out how those interventions build from other improvements to curriculum design and teaching. For example, applications to fund KS1 or KS2 reading interventions must be able to demonstrate that the schools involved already have high quality phonics teaching in place or that improvements are being made in the teaching of phonics, and that the proposed reading intervention builds from that.

What the guidance says - maths

We welcome applications that support the aims set out in the [mathematics national curriculum programmes of study](). In respect of mastery teaching, the Department for Education aims to spread mastery teaching to half of all primary schools by 2020 and half of all secondary schools by 2023. Not all mathematics applications need to have an explicit mastery focus, but successful bidders (particularly projects aimed at teaching for key stages 1 to 4) will need to show how they will build on and complement the national expansion of mastery.

The Department for Education recognises mastery approaches that meet the [principles]() set out by the National Centre for Excellence in the Teaching of Mathematics (NCETM).

Reference : Teaching for Mastery https://www.ncetm.org.uk/resources/47230

Linking with maths hubs and other sources of support

What the guidance says:

*Successful applications will be able to demonstrate that their **local maths hub** is supportive of the proposed programme of work <u>in advance</u> of submitting an application. Applications focusing on maths need to outline how the activity is complementary to the work of the local maths hub.*

Successful maths applications will also include an explanation of how a maths hub(s) will either be directly involved in the implementation of the project or kept informed of progress. Applicants can [find their local maths hub](#) at http://www.mathshubs.org.uk/find-your-hub/

hub.

Resources

Resourceaholic.com - Topics in depth -http://www.resourceaholic.com/p/topics-in-depth.html
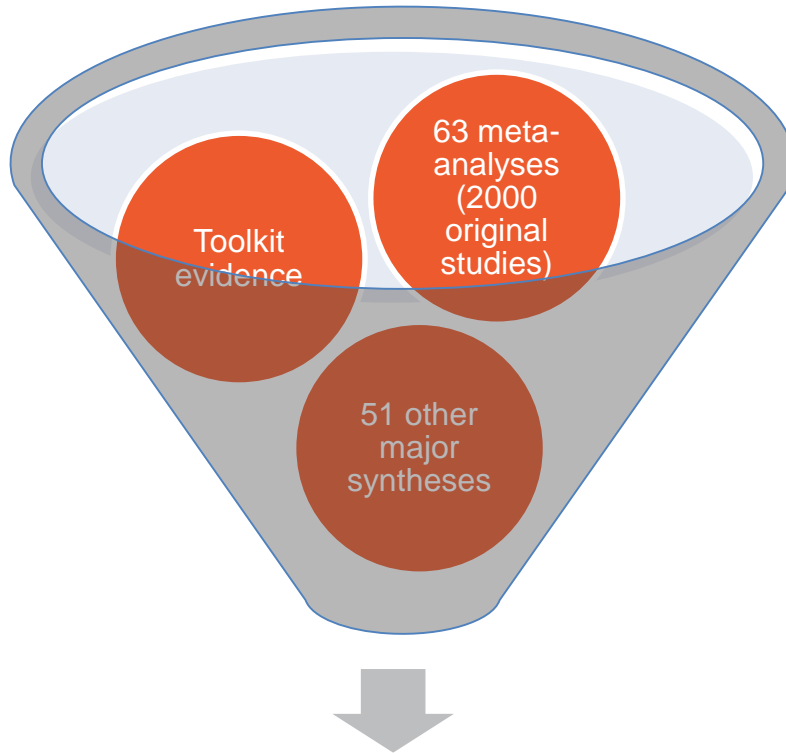
Link to data analysis

https://thirdspacelearning.com/blog/ks2-sats-2017-qla-year-6-maths-revison-ks2-sats-2018/

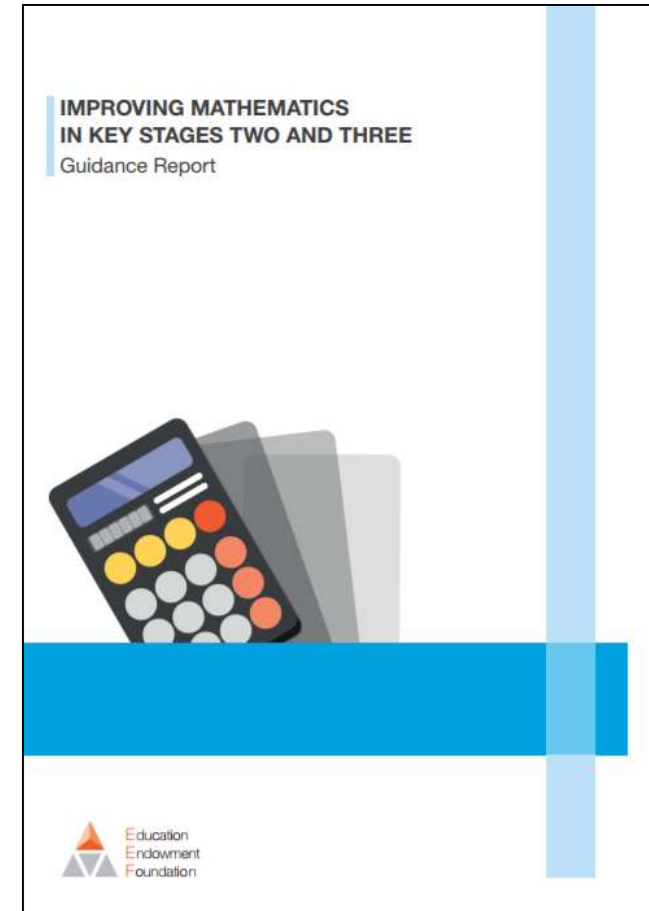[https://thirdspacelearning.com/resource-ks2-sats-question-level-analysis-tracker-2017*l*](https://thirdspacelearning.com/resource-ks2-sats-question-level-analysis-tracker-2017l)

Maths - the evidence base

Review carried out by Prof Jeremy Hodgen, Dr Colin Foster, Dr Rachel Marks, and Prof Margaret Brown

Toolkit evidence

63 meta-analyses (2000 original studies)

51 other major syntheses

Evidence review

IMPROVING MATHEMATICS
IN KEY STAGES TWO AND THREE
Guidance Report

Education
Endowment
Foundation

Department for Education

Improving Mathematics in Key Stages 2 & 3

1. Use assessment to build on pupils' existing knowledge and understanding

2. Use manipulatives and representations

3. Teach strategies for solving problems

4. Enable pupils to develop a rich network of mathematical knowledge

5. Develop pupils' independence and motivation

6. Use tasks and resources to challenge and support pupils' mathematics

7. Use structured interventions to provide additional support

8. Support pupils to make a successful transition between primary and secondary school

Establishing a base line and reviewing progress

IMPROVING MATHEMATICS IN KEY STAGES TWO AND THREE
A self-assessment guide

RECOMMENDATION 8
Support pupils to make a successful transition between primary and secondary school

⚠ INEFFECTIVE

Teachers are unaware of both the curriculum and teaching approaches used in other key stages.

Year 7 teachers have no knowledge of pupils' strengths and weaknesses beyond the scaled score from the key stage 2 SATs.

Pupils are placed in maths classes according to their prior attainment, and teachers often have different expectations of children according to their assigned set. Disadvantaged pupils are more likely to be assigned to lower sets, which can lead to a widening of the attainment gap between disadvantaged pupils and their peers.

📈 IMPROVING

Whilst there is some awareness of subject content across the different key stages, little is done to develop a shared pedagogy or to develop a cross-phase curriculum.

Year 7 teachers have limited knowledge of pupils' strengths and weaknesses, either through baseline assessment or a thorough analysis of information from key stage 2. However, this is not used to build on pupils' prior understanding, resulting in too much repetition or in work which is not pitched at the appropriate level.

Pupils are set by prior attainment, and the curriculum is designed in such a way as to meet their individual needs. There is still some evidence of teachers having different expectations of children according to their assigned set.

✓ EXEMPLARY

Teachers across both key stages are familiar with and have an understanding of the mathematics curriculum and teaching methods outside of their key stage. Mathematics teaching and learning is seen as a continuous journey, rather than fitting into discrete key stages, and this is planned for.

Prior attainment data is used to build on key aspects of the primary mathematics curriculum in ways that are engaging, relevant, and not simply repetitive.

The school is moving away from rigid setting by prior attainment, perhaps adopting mixed attainment or more flexible grouping.

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EEF Mathematics Toolkit - RAG Document

What the guidance says - English

We welcome applications that support the aims set out in the <u>English national curriculum programmes of study</u>. The Education Endowment Foundation has published guidance reports for <u>improving literacy in KS1</u> and <u>improving literacy in KS2</u>. In particular, we welcome proposals that enhance the effective teaching of **systematic synthetic phonics** *and* **promote wide reading by pupils to help develop fluency**, *a* **wide vocabulary** *and a* **love of reading**. *Applications proposing KS1 or KS2 reading interventions must be able to demonstrate that the schools involved already have high quality phonics teaching in place, or that improvements are being made in the teaching of phonics and that the proposed reading intervention builds from that.*

This is an area where as well as EEF and other evidence:

Applicants should refer to the following paper that sets out the government's approach to the teaching of reading – <u>Reading: the next steps</u>.

English - spoken language approaches

What the National Curriculum programmes of study say:

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Teachers should therefore ensure the continual development of pupils' confidence and competence in spoken language and listening skills. Pupils should develop a capacity to explain their understanding of books and other reading, and to prepare their ideas before they write. They must be assisted in making their thinking clear to themselves as well as to others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Pupils should also be taught to understand and use the conventions for discussion and debate.

Evidence sources - literacy

Oral language interventions
Moderate impact for very low cost, based on extensive evidence.
£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 **+5**

Phonics
Moderate impact for very low cost, based on very extensive evidence.
£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 **+4**

Reading comprehension strategies
Moderate impact for very low cost, based on extensive evidence.
£ £ £ £ £ 🔒 🔒 🔒 🔒 🔒 **+6**

EEF – Guidance Reports; Intervention trials;
https://educationendowmentfoundation.org.uk/school-themes/literacy/

What Works Clearinghouse (USA)
https://ies.ed.gov/ncee/wwc/PracticeGuides

Evidence4Impact
https://www.evidence4impact.org.uk/

Evidence sources -literacy

Professor Teresa Cremin – Reading for Pleasure/Teachers as Readers

Professor Debra Myhill – Grammar for Writing (Exeter Uni)

Professor Jane Oakhill/Professor Kate Cain – reading comprehension
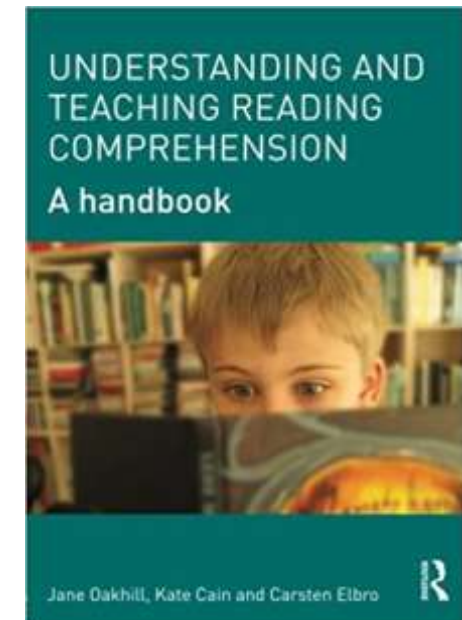
Evidence sources- spoken language

http://thecommunicationtrust.org.uk/projects/what-works-for-education-settings/

https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention/

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Early Years - what the guidance says

- We welcome applications that focus on increasing the proportion of children achieving a good level of literacy and numeracy at the end of the early years foundation stage (i.e. at the end of reception)

- This could include:

  - improving early assessments of children's needs and the delivery of support *during the reception year* in eligible schools;

  - improving early assessments of children's needs and the delivery of support *in early years providers that feed eligible schools*, in order to improve school-readiness and attainment during the reception year;

  - Work to build on this to foster good transition between reception and key stage 1.

- We expect applications to respond to the ambition and challenges to close the word gap in the early years as set out in ***Unlocking Talent, Fulfilling Potential*** – our social mobility action plan

A new eligibility criterion

- New for round 3: a criterion based on Early Years Foundation Stage outcomes

- Makes explicit the focus that SSIF has on early years; adds schools to the scope of SSIF

- EYFSP outcomes not published at school / local level

- But lists of schools that meet this criterion *are* available to applicants:

  - LAs: Will have the data anyway, or can obtain it from the SRIBs they are members of;

  - Teaching Schools: Can obtain the list from the Teaching Schools Council which has regional reps on the SRIBs;

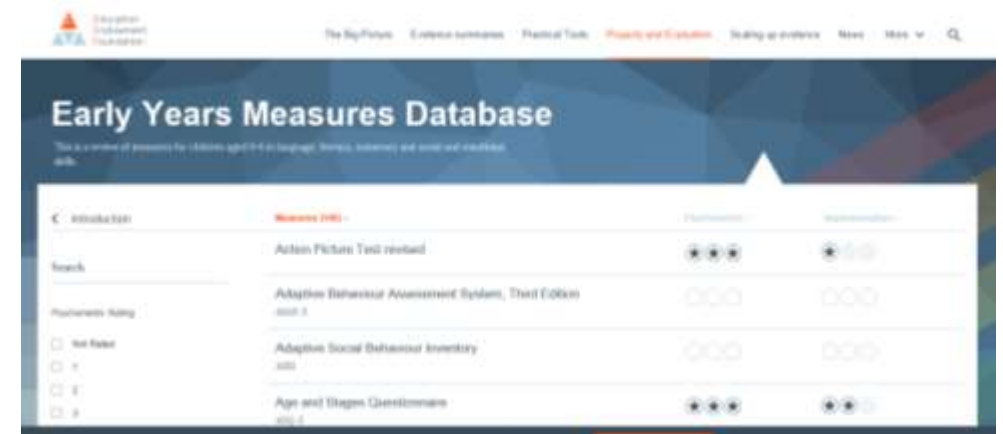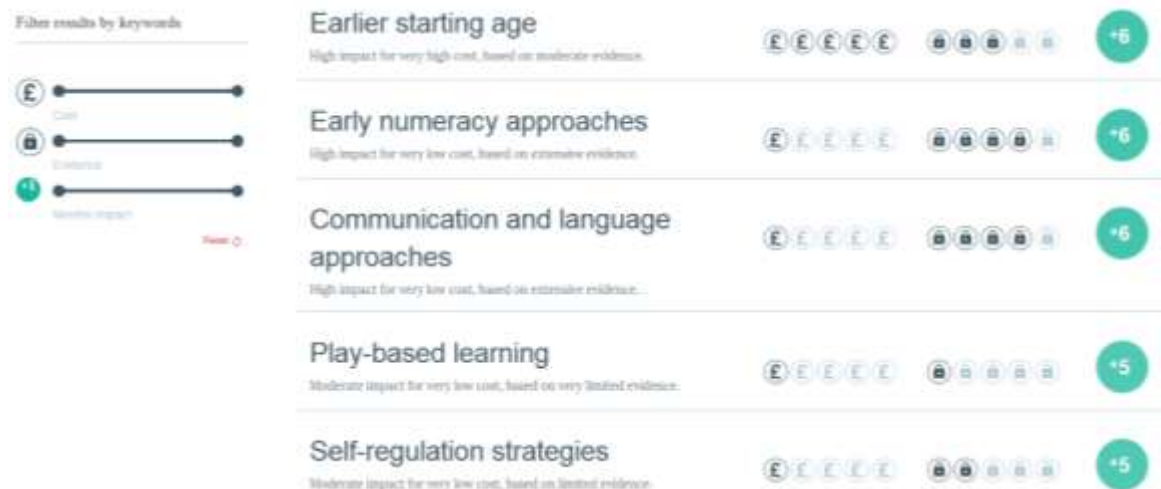 - Multi-academy trusts: Can obtain the list from their RSC or SRIB

Supporting early years providers

- Also new for round 3 – being explicit that EY providers can be supported
- Includes any provider delivering the Early Years Foundation Stage or overseeing those who deliver:
  - nursery classes in primary schools
  - private, voluntary and independent providers (e.g. private nurseries, childminders)
  - childminder agencies.
- But they <u>must</u> be 'feeders' for the named schools that would benefit from SSIF-funded support.
- The support provided might be:
  - support for both the named schools and 'feeder' providers (e.g. facilitating / improving collaboration, sharing / embedding good practice);
  - support just for 'feeder' providers (i.e. without supported schools' direct involvement), e.g. improving pedagogy in order to improve reception outcomes or improving the understanding of what 'school ready' means in practice.

Evidence and the early years

- Good evidence from around the world links early childhood education and care with early development and later outcomes.

- Early years evidence tends to focus on the 'what' rather than the 'how'.

- For example, the Education Endowment Foundation's Early Years Toolkit lists a range of approaches (the 'whats'), summarises the evidence on the difference they make, and links back to source research.

Evidence sources - Early Years

http://www.eif.org.uk/the-early-years/

https://bristolearlyyearsresearch.org.uk/

Public Health England

Education Endowment Foundation

Early Language Development:

Needs, provision, and intervention for preschool children from socio-economically disadvantaged backgrounds

A Report for the Education Endowment Foundation

October 2017

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Professor of Speech and Language Science
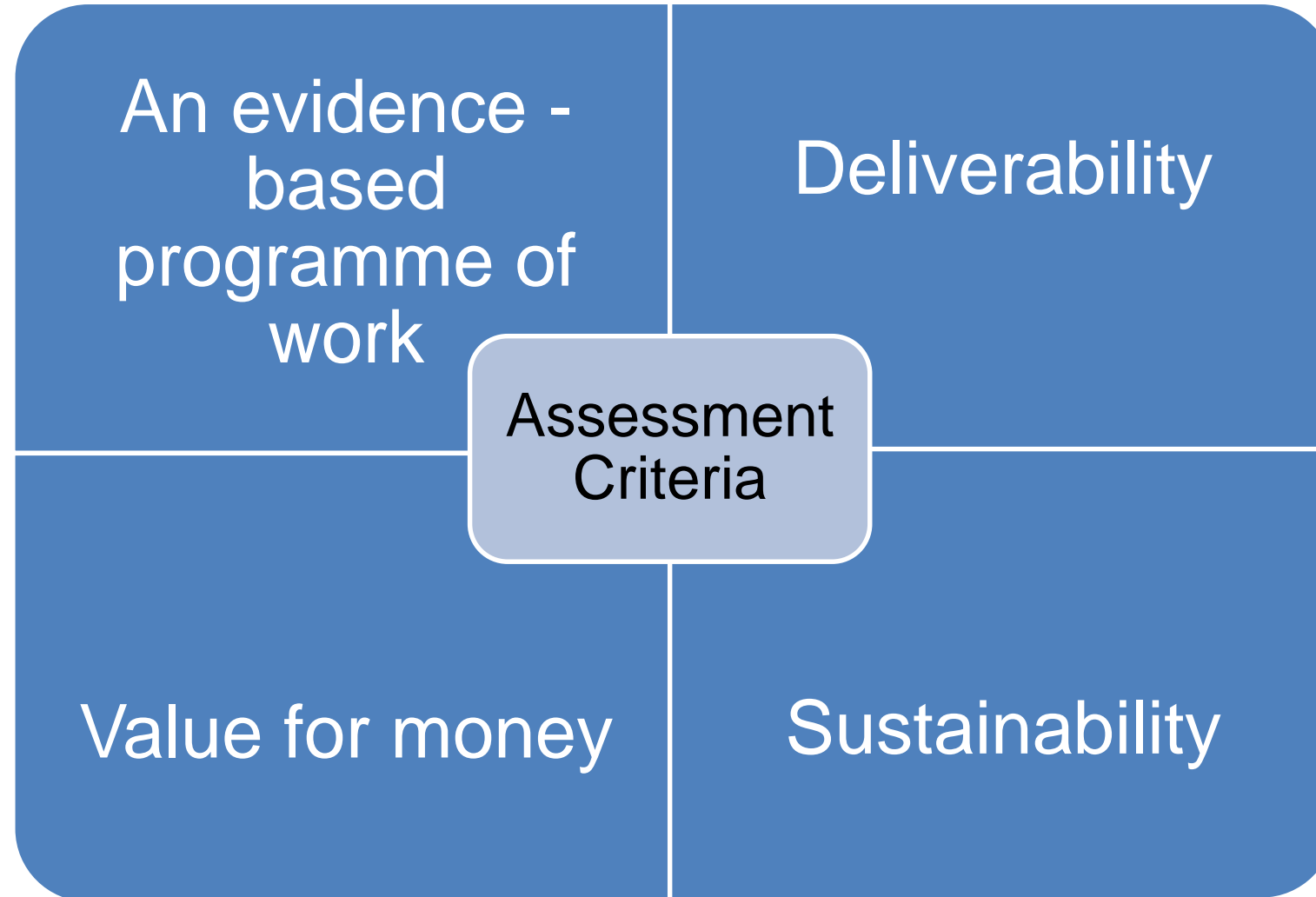Newcastle University E: james.law@ncl.ac.uk

LuCiD
The ESRC International Centre for Language and Communicative Development

http://www.lucid.ac.uk/

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Four areas of assessment

Different categories of evidence

Indicative strength	Type of evidence
	• **Meta-analysis or systematic review** - analysis and summary across many individual evaluations – can be found in a number of places including: Sutton Trust Toolkit and research journals
	• **Matched-comparison design or a randomised controlled trial** – tests intervention against a comparison group - can be found in a number of places including: EEF and research journals
	• **Sound theory backed by a growing body of empirical research** can be found in a number of places including: reseacrh journals; EEF, Sutton Trust Toolkit and goverment publications including research, statistics and policy
	• **Independent research / evaluation** – uses surveys, data analysis, monitoring, interviews, observations, focus groups, etc – can be found in non-peer reviewed research articles and local studies
	• **Internal/ / in-house evaluation.** Not independently evaluated and can include: case studies, observation, interviews, MI. Likely to be found in house and/or within local group of schools
	• **Expert opinion / advice** from consultants, academics or sector group. Likely to be gathered specifically for this task; may have been identified prior.
	• **Media articles / anecdotal reports and interest groups:** Likely to be found on internet news sources; articles in the teaching press and social media platforms

Questions to consider in assessing evidence

Robustness – is it credible? Is it based on research, or just expert opinion?

- Sourced, dated and published

- Number and quality of sources

- Context and relevance

- Population and sample

- Research design – is it appropriate for the purpose?

Watch out for…..

- Unrepresentative sample

- Response bias

- Counterfactual

- Correlation does not equal causation

What is the issue / improvement need you are going to address in order to achieve your aim / final impact?
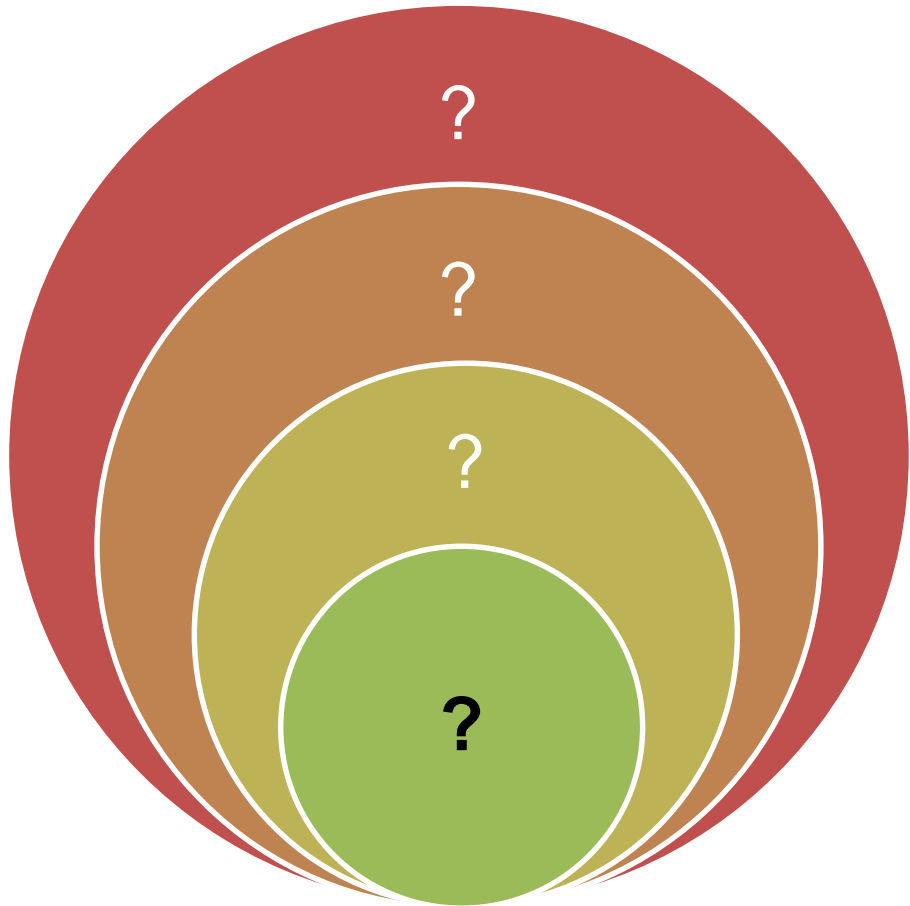
- **What is the need / opportunity? What is the starting point? Why this? How do you know this is the priority?**

- **What are the component or contributory factors? How is this experienced and what are the repercussions? Any differences?**

- **How / why will targeting these factors address the problem?**

- **What has been tried? Why is there still a need? What is the prognosis?**

- **What would good look like? How / why will targeting these factors lead to this? How will you know?**

Assessment Criteria

An evidence-based programme of work

- the strength of the evidence about why the improvement is a priority for schools in the area

- the strength of the evidence that the support will reach the schools which need it most and that they are able to fully benefit from it

- the strength of the evidence to support why and how the intervention will successfully address the improvement need identified, and lead to improved outcomes for children

- the extent to which appropriate and measurable short and long term outcomes have been identified, and will provide evidence of impact

An evidence-based programme of work

Stronger applications

- Responded **directly** to a school improvement priority identified by a SRIB, demonstrating a deep understanding of it through a clear articulation of it and its underlying causes specifically as they relate to the schools in question.

- Provided evidence, for example, **school level data**, and compared it specifically to data nationally and locally to demonstrate the extent of the need in the specific schools to be supported and explain why they are the ones most in need of support.

- Not only set out the evidence to support the **type** of approach they were going to take, but also the evidence to support **the specific programme/intervention**, and ideally, **could describe how the way it would be implemented would ensure that positive outcomes cited in the evidence would be replicated.**

An evidence – based programme of work

- SSIF applications should have a clear flow: evidence of the problem / pinpointing the schools that are key to solving the problem / approaches that will help these schools - and therefore the problem.

- But also show a clear understanding of the evidence that underpins the principles of the approach <u>and</u> the proposed activities (e.g. how the evidence informed the design of the approach)

- Preferably use a variety of sources of evidence to inform the design – with every aspect supported by some sort of evidence
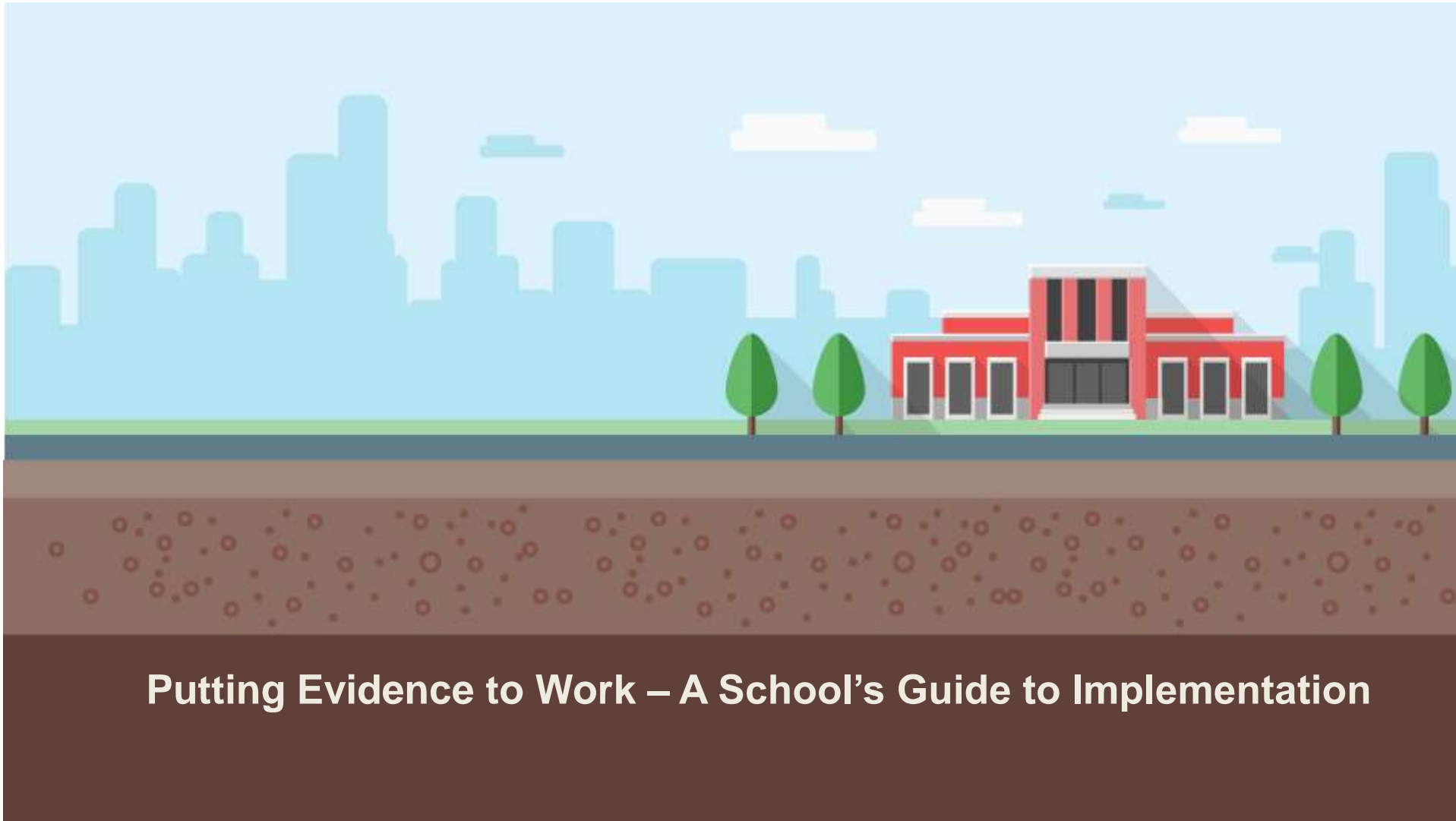
Putting Evidence to Work – A School's Guide to Implementation

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FOUNDATIONS FOR GOOD IMPLEMENTATION

1 Treat implementation as a process, not an event; plan and execute it in stages.

- Allow enough time for effective implementation, particularly in the preparation stage; prioritise appropriately.

see page 10

2 Create a leadership environment and school climate that is conducive to good implementation.

- Set the stage for implementation through school policies, routines, and practices.
- Identify and cultivate leaders of implementation throughout the school.
- Build leadership capacity through implementation teams.

see page 12

EXPLORE

3 Define the problem you want to solve and identify appropriate programmes or practices to implement.

- Specify a tight area of focus for improvement that is amenable to change.

- Determine a programme of activity based on existing evidence of what has – and hasn't – worked before.

- Examine the fit and feasibility of possible interventions to the school context.

- Make an adoption decision.

see page 16

PREPARE

4 Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.

- Develop a clear, logical, and well-specified implementation plan:

  a. Specify the active ingredients of the intervention clearly: know where to be 'tight' and where to be 'loose'.

  b. Develop a targeted, yet multi-stranded, package of implementation strategies.

  c. Define clear implementation outcomes and monitor them using robust and pragmatic measures.

- Thoroughly assess the degree to which the school is ready to implement the innovation.

- Once ready to implement an intervention, practically prepare for its use:

  a. Create a shared understanding of the implementation process and provide appropriate support and incentives.

  b. Introduce new skills, knowledge, and strategies with explicit up-front training.

  c. Prepare the implementation infrastructure.

see page 18

DELIVER

5 Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time.

- Adopt a flexible and motivating leadership approach during the initial attempts at implementation.

- Reinforce initial training with follow-on coaching within the school.

- Use highly skilled coaches.

- Complement expert coaching and mentoring with structured peer-to-peer collaboration.

- Use implementation data to actively tailor and improve the approach.

- Make thoughtful adaptations only when the active ingredients are securely understood and implemented.

see page 32

SUSTAIN

6 Plan for sustaining and scaling an intervention from the outset and continuously acknowledge and nurture its use.

- Plan for sustaining and scaling an innovation from the outset.

- Treat scale-up as a new implementation process.

- Ensure the implementation data remains fit for purpose.

- Continuously acknowledge, support, and reward good implementation practices.

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Assessment Criteria (continued)

Deliverability

- the robustness and credibility of the action plan, and of the plans to monitor progress, measure impact and manage risks, including how providers and supported schools will manage any impact on workload

- the strength of the evidence that the specified providers have the capacity, capability and track record to successfully deliver the activity such that it delivers the desired outcomes

Deliverability

Stronger applications:

- Provided clarity on exactly which organisation will deliver which part of the proposed project supported by **specific and relevant evidence** of their track record in delivering impact from **similar interventions.**

- Defined **specific and appropriate outcomes** that demonstrate a clear understanding of the ultimate goals of the project as well as the critical path of processes, practices and behaviours that need to be changed along the way.

Deliverability

Common weaknesses:

- **<u>Not setting out the track record</u>** of some providers.

- Providing **<u>vague information</u>** e.g. 'X provider has a great deal of experience in supporting schools and improving outcomes'.

- Setting out vague measures to monitor progress e.g. 'improve % of pupils achieving GLD' **<u>without defining a numerical target, or a date</u>** by which they believe the improvement would be achieved.

Assessment Criteria (continued)

Sustainability

- the extent that improvements will be sustained beyond the period of funding, through embedding improved practices, behaviours, systems and people, for example, in the school's(s') business as usual operations, including accountabilities for making this happen

Sustainability

Stronger applications

- Set out the evidence that the **type** of intervention proposed will lead to sustainable improvements.

- Included **robust plans** for ensuring that improvements would be sustained, including for **embedding practices** (e.g. did not rely on the current cohort of staff).

- Identified specific **accountabilities** for sustaining improvements beyond the funded period.

Sustainability

Common weaknesses

- Identifying ways that their programme of work could **<u>potentially</u>** be sustained e.g. 'upskilling the workforce and securing access to further training', but not setting out a plan (including accountabilities) to ensure that it really happens.

- **<u>'Bolting on</u>'** sustainability, instead of it being a visible thread throughout the programme of work.

- Citing a group/board as being accountable for sustaining improvement beyond the funded period, **<u>without explaining their status, or the authority/levers at their disposal</u>.**

Assessment Criteria (continued)

Value for money

- the extent to which costs are minimised, and the delivery model is clear and cost effective in relation to the scale of activity and intended impact

Value for money

Stronger applications

- Provided evidence of **<u>specific steps</u>** taken to keep costs to a minimum, with numerical costs savings achieved where appropriate.

- Set out an overall delivery model in **<u>which investment was proportionate to the impact</u>** to be achieved.

- Clearly explained the benefit that would be achieved from each line of expenditure.

Value for money

Common weaknesses:

- Providing **<u>unclear or incomplete financial information</u>** e.g. the costs of all the delivery strands not adding up to the overall cost of delivery stated.

- **<u>Not explaining anomalies</u>** e.g. quoting a very high day rate for a specific provider without explaining why the rate is high, or what the applicant has done to try to reduce it.

Completing the application form

The questions in the application form are designed to **support applicants to plan** effective projects **and to communicate** them to us.

Apply

- *Apply now using the online form*.

- *Please read the application completion guidance before completing the online form.*

- *To aid with writing applications, an offline application form is available.*

SSIF enquiries: ssif.enquiries@education.gov.uk

Department for Education

Source: gov.uk SSIF guidance

Thankyou for attending the DfE TSC and EEF Research School SSIF3 webinar.