

The Extra Mile Phase II 2009–10

Primary Handbook



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Section 1 – Introduction to the handbook

1.1 Introduction

This handbook provides information and support for schools and local authorities about how the Extra Mile project will operate in primary schools. It is based on the learning from the twenty-three secondary schools who piloted the project from September 2008 to July 2009 and explains what works, and why. It is a practical guide to 'going the extra mile' and works in conjunction with the publication *The Extra Mile (Primary) Achieving success with pupils from deprived communities*.¹ The latter document provides a full rationale for the work and unpacks in detail each of the seven 'extra mile' activities for primary schools. It sets out the associated benefits that can be derived from adoption, using a common structure of activity rationale, examples of effective practice, case study materials, developing practice checklist and possible areas for development work.

This handbook is divided into 4 sections:

Section 1 introduces the Extra Mile project and presents an overview of the seven primary activities. Schools should choose **one** activity on which to focus from this list.

Section 2 provides a practical guide to setting-up, running and evaluating a successful project.

Section 3 gives an overview of the roles and responsibilities of LAs, Phase II primary schools and partner schools.

Section 4 contains all the project documentation and a collection of frequently asked questions as separate annexes.

1.2 What is the Extra Mile?

The Extra Mile is a project about raising the attainment and aspirations of disadvantaged children and engaging them in their education. Looked after children and children from low-income backgrounds and/or in receipt of free school meals, in general terms, have poorer achievement at school – attainment is low and/or groups of children underperform or make slower progress. Whilst most minority ethnic groups are now making good progress and narrowing the gap with other pupil groups, there is evidence that children from low-income families are generally not showing sufficient improvement. In 2008, 76% of non-FSM children achieved KS2 L4 or above in both English and mathematics as compared to 54% of FSM pupils (a gap of 22 percentage points).

This gap has narrowed by 4 percentage points since 2003. A child in receipt of FSM has around

¹ Copies can be obtained via the DCSF publications order line on 0845 60 222 60, quoting reference 00502-2009-BKT-EN. Alternatively, you can download the publication or order copies online at www.teachernet.gov.uk/publications. Search using the reference above.

three times less chance of achieving good school outcomes as a non-FSM child at every critical point in their education after age five.

Similarly, although some looked after children do well, their average attainment is far worse than that of their peers. At Key Stage 2, they are significantly less likely to reach level 4 or above in English or mathematics. In 2008 only 46% achieved level 4 in English and 44% achieved level 4 in mathematics. By contrast, 81% of all children obtained this level in English and 79% obtained this level in mathematics. The disparity is striking and closing the gap between vulnerable and disadvantaged children and their peers remains a national imperative.

When thinking about which children to involve in Extra Mile activities, FSM eligibility is just one of a number of relevant indicators which schools will want to consider – albeit an important one. Beyond this proxy measure of deprivation, schools should still consider every vulnerable child whether or not they are in receipt of FSM.

All poverty is challenging, but generational poverty adds to material deprivation the weight of historic expectation and an ingrained culture of low aspirations and undervaluing of educational currency. All children need to leave education with the skills and qualifications to achieve economic well-being. The Leitch report² revealed there are currently 3.2 million jobs in the UK which do not require any qualifications; by 2020 this number is predicted to have fallen to 600,000. The Extra Mile project spotlights the cultural barrier of low aspirations and scepticism about education which

prevents some pupils from gaining qualifications and skills and succeeding at school; in particular, children whose families have been poor for generations.

The Extra Mile project drew its original inspiration from the experiences of forty-five primary and fifty secondary schools working in some of the most disadvantaged wards in England. Despite the relative deprivation of their intake, these schools had created a culture of aspiration and achieved impressive test results. As well as doing all the things that good schools do, they had also implemented deliberate, specific extra measures designed to raise the aspirations of their most disadvantaged pupils. These activities are identified in section 1.3 and discussed in detail in *The Extra Mile (Primary) Achieving success with pupils from deprived Communities*.

The Extra Mile Phase I project was set up in September 2008 with a group of twenty-three secondary schools that were also looking to 'go the extra mile' for their most disadvantaged pupils. The aim of the project was to replicate the successes of the fifty good practice secondary schools by raising the attainment and aspirations of disadvantaged students in Key Stages 3 or 4 and by narrowing the attainment gap between those pupils and their more advantaged peers. Early results have shown positive impacts on attainment, progress and motivation.

The next phase of the Extra Mile project offers the opportunity to develop some of the most influential primary Extra Mile practices to 40 primary schools (and extends the secondary

2 <http://www.dcsf.gov.uk/furthereducation/uploads/documents/2006-12%20LeitchReview1.pdf>

project to a further 60 schools). Participating primary schools will work with their local authority as a member of an Extra Mile primary cluster. Each cluster will have four trial schools supported by a single partner school. The cluster will determine areas for development which best serve their local needs, and school leaders will devise development plans to suit the individual circumstances of each school. Wherever possible, partner schools are from the same local authority as the trial schools. They are succeeding in achieving good results with disadvantaged pupils and have the capacity to support other schools to develop and embed good practice. The second phase of the Extra Mile project will run between July 2009 and summer 2010, when a full external evaluation will be completed to assess effectiveness and transferability.

The Extra Mile project enables schools and local authorities to reflect on existing strategies and to strengthen provision and process in areas which will impact most on looked after children and children from low-income backgrounds and/or in receipt of free school meals. It builds on effective school self-evaluation, integrating with the cyclical process of review, target-setting, planning, action, tracking and re-evaluation. By situating the Extra Mile within robust school improvement systems it can be tailored most appropriately to the specific needs of each school and community within the context of current and future school improvement priorities.

The core purpose of the Extra Mile project is to enable disadvantaged children to make expected or accelerated progress so that as many children as possible are working at age-related expectations

or above, irrespective of background. The starting point is pupil attainment data, and identifying a target pupil group for the project. These pupils will be the target cohort for the monitoring and evaluation of impact and it is important to identify clear milestones and success criteria for them at the beginning. Feedback from the trial schools has reinforced the critical importance of selecting Extra Mile activities to meet the identified needs of a target pupil group, and tailoring action accordingly, rather than choosing activities and only then making links to individual/groups of children and pupil level impact measures. Monitoring and evaluation is built-in from the start of the project and includes sustainability of impact as well as evaluation of short term outcomes.

In summary, the aims of the primary Extra Mile project are:

- to raise the aspirations and attainment of disadvantaged children, and to engage them in their own education
- to narrow the attainment gap between disadvantaged students and their more advantaged peers in EYFS profile/KS1 and 2
- to transfer identified school improvement processes and key activities which have been particularly successful in raising aspirations and attainment in the original 45 good practice primary schools to other primary schools with similar intakes.

1.3 Going the 'extra mile' – specific extra measures that make a difference

This section shows the deliberate additional measures that good practice primary schools

working in some of the most deprived wards in England have used to raise the attainment of their pupils. As well as doing all the things that good schools do, these schools also implement some **deliberate, specific extra measures** to drive improvement and establish a culture of achievement:

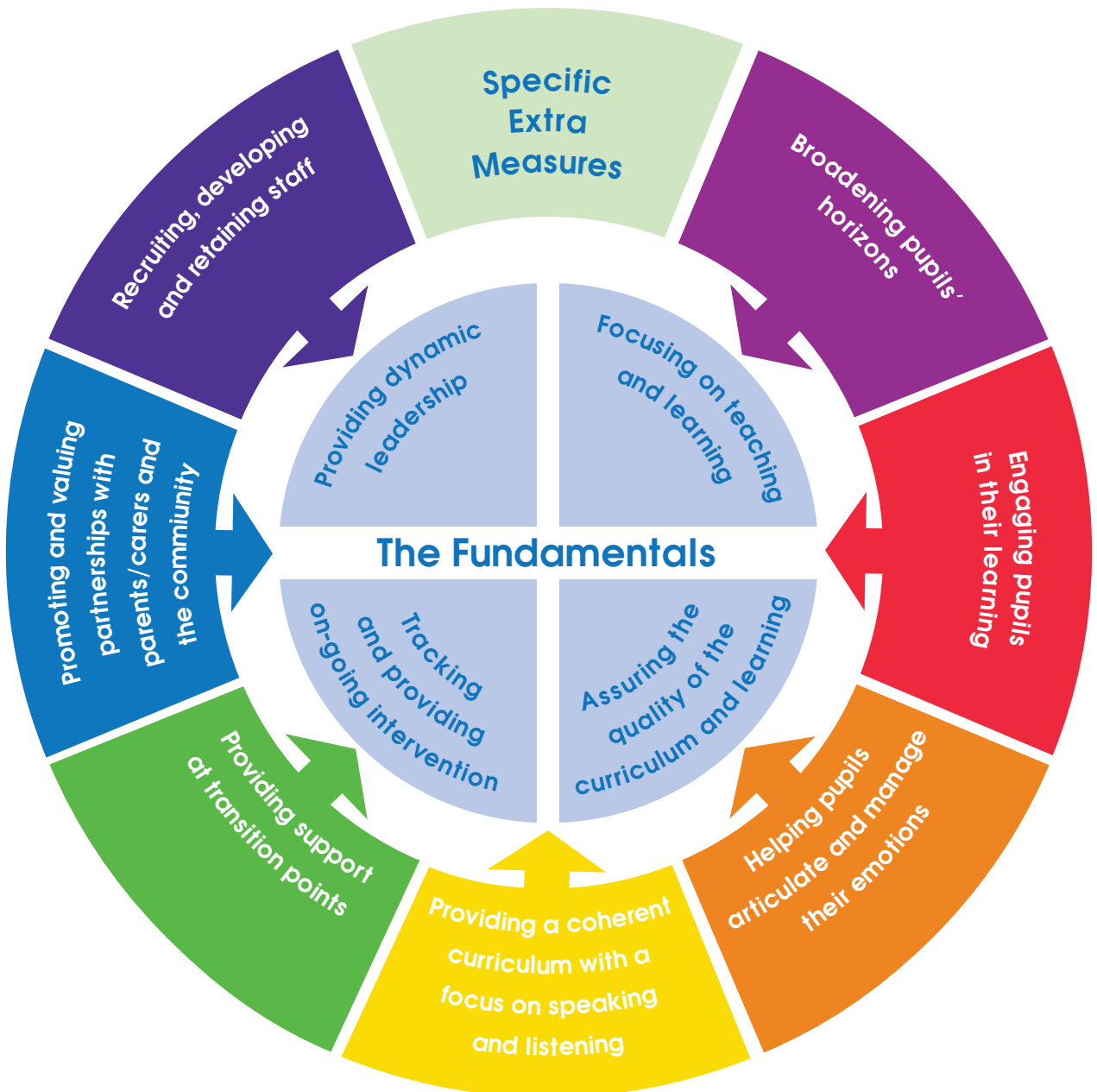
- The curriculum is specifically tailored to the needs of the pupils. In particular there is a strong focus on speaking and listening to develop vocabulary and meaning so that the pupils start to develop the repertoire they need to be able to succeed in more formal and unfamiliar situations
- No-one gets away with not working, not co-operating or not trying. The overriding priority is engagement in learning. Avoidance and disengagement are just not tolerated they are seen in the same light as disruptive behaviour: as something to be resolved. The 'no excuses' culture maintains high expectations. Ultimately, it insists on success. Teachers use interactive teaching techniques and are skilled in keeping weaker learners up with the pace of learning and extending the learning of the more able
- They recognise and address the fact that their pupils may lack regular counsel, feedback, support and praise for their personal skills. Expressing emotion may be a cultural taboo, especially for boys, and unless they acquire strategies for dealing with their emotions pupils often fall back on instinctive responses such as lashing out, fighting or denial. To develop social and emotional skills, pupils are encouraged to articulate and manage their emotions, as well as learning strategies for building relationships and managing conflict
- Extra curricular activities are used to broaden the pupils' horizons. These include cultural opportunities beyond the budget of local families so that pupils get a taste of sports, arts and other activities from which they are otherwise excluded. They also have opportunities to learn from visitors to the school who are able to talk about their own routes to success
- Teachers support pupils through the transitions from home to school as well as within and between schools: from home to the Early Years Foundation Stage (EYFS); from EYFS into Key Stage 1; from Key Stage 1 into Key Stage 2 and then from Key 2 into Key Stage 3. Resilience is one of the key characteristics they seek to inculcate in pupils who sometimes lack other support to fall back on
- New teachers must show empathy with the pupils and their backgrounds. Staff-pupil relationships are based on mutual respect. Staff development is governed specifically by local needs. The provision of new opportunities for staff development within the school helps to retain staff

- Teachers adopt a range of strategies to ensure that they can form a fruitful partnership with parents and carers; in some case this extends to the provision of family learning. The family’s presence in the school is actively promoted, welcomed and valued.

Trial schools will select **one** activity on which to focus their attention. Schools will also be asked to identify target individuals or groups of pupils who will be the focus of Extra Mile activities, for example, looked after children and children who are from low-income backgrounds and/or in receipt of free school meals.

These deliberate extra measures are summarised in the diagram below as seven Extra Mile activities.

Going the extra mile to establish a culture of achievement



1.4 What are the benefits of involvement in the Extra Mile project?

Early results from the twenty-three Phase I trial schools have shown that the successes of the good practice schools can be replicated elsewhere. Typically, the trial schools have enthusiastically embraced the concept and principles of the Extra Mile and shown high levels of commitment, locating the leadership of the trial within the Senior Leadership Team and integrating the activities into existing school improvement plans. Critical to success has been establishing a clearly identified focus for change around which schools have planned and evaluated the implementation of Extra Mile activities. Trial schools have reported a significant positive impact from Extra Mile activities on attendance, behaviour and learning and the project has also proved extremely effective at engaging teaching staff, pupils and parents/carers in finding creative solutions to previous barriers.

"I've enjoyed the Extra Mile, especially the outdoor courses. I've learnt how I can trust other people around me in a team...It's made me look at school in a different way."

A Year 9 pupil from Portchester School, Bournemouth

"Things have changed a lot, specifically my behaviour and attitude towards learning. I want to learn and get better grades so I can get the job I want as a personal trainer. I grew up during the summer holidays after Year 10. I made the decision for myself to change things, off my own back. I didn't want to come out of school with nothing. Teachers have changed towards me because I have changed. I get on with teachers now – they don't have problems with me and they give me more responsibility."

A Year 11 pupil from Stopsley High School, Luton

"As leaders we can now answer far more accurately who the pupils are, what action is being taken, how effective it is and how we know."

A Deputy Headteacher from Rutlish School, Merton

"It has made my son determined to do even better in school and given him the confidence he needed."

A parent from The Manor School, Nottinghamshire

"This is exactly what I have been waiting for. To know what I can do to help the school to give my child the best chance of success."

A parent from St Ambrose Barlow High School, Sefton

"Creativity is embedded in schemes of work and in the planning and delivery of lessons. Creative and interesting teaching meets the very diverse needs of boys well, motivates them to achieve and contributes significantly to their good progress".

Ofsted during a recent subject inspection of English at Rokeby School, Newham.

To capture and share the learning from Phase I secondary schools, a case study publication has been produced, *Small steps ... meaningful change: a selection of case studies from the Extra Mile Phase I schools 2008-09*. It is organised by the four development areas of the secondary Extra Mile project:

1. Securing attention, engagement and mutual respect
2. Raising aspirations
3. Equipping pupils with skills for the future
4. Holding them to it; no-one fails.

The case studies provide an account of activities in the Phase I schools in their own words. Whilst the DCSF provided support through networking events, newsletters and visits, ultimately it was the teachers and leaders in the Phase I schools that designed and managed their own Extra Mile development plans. For that reason, it seemed only appropriate to capture practice and findings through the voices of the school. Each school has provided one case study for each of its selected activities and, using an agreed structure, each has summarised what worked well, what could have been done better and how this will affect their future plans.

At the end of Phase II, it is our intention to extend and enhance the original case study publication with the practice, findings and evidence from Phase II schools – both primary and secondary. Each primary school will produce its own case study enriching our collective knowledge of what makes a difference to the aspirations and attainment of disadvantaged pupils.

Section 2 – The Extra Mile in practice

2.1 Working Together: the cluster model

A hallmark of current educational policy is the focus on collaboration in all areas of school improvement, for example, Leading Edge Partnerships, the Improving Schools Programme, and the Improving Schools Programme Leadership pilot. Many schools nominated for participation in the Extra Mile will already have found working in a cluster model to be an effective vehicle for school improvement activity. They will know first-hand, collaborating in a coordinated fashion enables schools to achieve more together than they could in isolation or through constantly recycling the school's existing knowledge base. They will have seen how learning to work together more effectively with other schools has improved collaboration internally.

The Extra Mile primary cluster model brings the benefits of working with schools and settings across a variety of different contexts to learn together, to innovate and to enquire into collective practices which can generate sustainable improvement. Working laterally we believe will enable schools to create a positive step change in school improvement culture.

Schools working as members of an Extra Mile primary cluster can expect to:

- broaden staff capability through the provision of a network for sharing school practice across a diverse range of contexts and areas of expertise
- nurture creativity, risk taking and innovation to improve outcomes for looked after children and children from low-income backgrounds and/or in receipt of free school meals.

There is no blueprint for an effective cluster and no defined Extra Mile model of 'what works'. It is about co-construction – working together in dialogue with the local authority to deliver an improvement plan which best suits the cluster community. However, it is possible to identify factors that successful clusters have in common. Successful clusters:

- have a compelling purpose and an appropriate form and structure which demonstrates the commitment to work together and to utilise the distinctiveness and diversity of all schools
- establish shared understanding about cluster organisation and management and about delivering an effective project plan, balancing strategic and operational issues

- create opportunities for professional learning that are clearly aligned to pupil outcomes; for example, progress, attainment, behaviour and attendance, and narrowing the gaps, supported by appropriate time and resources
- give building trust priority, status and time to strengthen meaningful collaboration within and across schools
- view joint activities as more than just outputs rather they are purposeful opportunities to build cluster identity and capacity
- establish an information flow which encourages and inspires colleagues to support desired outcomes
- hold less active members to their commitments and to agreed outcomes for individual schools and the cluster (standards, progress and improved behaviour and attendance, as well as qualitative measures). They ensure all schools are supported to fully engage.
- consider intended outcomes and appropriate level of challenge for individual schools and the cluster
- monitor progress towards intended outcomes and respond to evidence
- share learning and plan for sustainability

Extra Mile primary schools participating in the trial are asked to work as a cluster with three other trial schools and a partner school. Key activities for the cluster will be to:

- determine the cluster Extra Mile learning focus and select one Extra Mile activity for each trial school (the same or different activities across the cluster)
- establish a baseline for the target pupil group in each trial school and write individual school development plans
- engage in collaborative, cross-school development related to the shared learning focus

When determining the best approach for putting the selected Extra Mile activity into practice schools will want to think about how the project could evolve and become sustainable as part of ongoing school improvement. Two models are proposed for consideration:

An **intervention** model which involves developing Extra Mile activities to support a particular group of underachieving pupils who it is felt would benefit most from the targeted improvement. At a later stage, activities may be scaled up to a wider pupil population or to the whole school, as appropriate.

An **entitlement** model might emerge in a school where it is felt developing Extra Mile activities would help raise standards for all pupils. Within this whole-school approach, a discrete focus group of disadvantaged pupils would be identified through data analysis at the start of the project and continue to be rigorously tracked to monitor and evaluate direct impact on their aspirations, engagement with learning and achievement.

2.2 Tasks and supporting resources

The following table sets out tasks and points to consider when organising and managing the development of Extra Mile activities. It includes references to the *The Extra Mile (Primary) Achieving success with pupils from deprived communities*.

(i) Getting started

Task	Points for consideration	References
<p>Appoint a LA Extra Mile cluster coordinator with delegated responsibility to make decisions in consultation with partners</p>	<p>In some projects cluster coordinators are appointed and managed by the local authority, in consultation with schools. In others, cluster coordinators are managed by one school, or a combination of both.</p> <p>Cluster coordinators need to have a clearly defined job description, understand their role and responsibilities and have access to appropriate training and support. Line management systems need to be clear.</p> <p>Clusters may decide to establish a steering group or a core group and invite others as needs arise. It is essential for such groups to have clear terms of reference with areas of delegation, reporting, monitoring and evaluation processes clearly defined.</p> <p>Most clusters will begin by sharing the priorities from their individual school improvement plans to identify cluster priorities, which can then be planned for. It is essential that this process is carried out by all schools with the LA cluster coordinator.</p>	

Task	Points for consideration	References
Identify the senior leader who will lead the project in the school	<p>This person will need to be a senior leader who will:</p> <ul style="list-style-type: none"> ● Gain a good understanding of the principles that underpin the Extra Mile project ● Take responsibility for project planning and management ● Devise and implement the monitoring and evaluation process ● Identify the target group of pupils ● Ensure staff identified in the school development plan have appropriate time and resources, including CPD ● Meet with other primary schools at networking events and keep in touch with the project between events via a termly newsletter and online forum ● Act as main contact for the partner school lead ● Keep the whole staff informed about the project 	<p>Initial reading:</p> <p><i>The Extra Mile (Primary) Achieving success with pupils from deprived communities</i></p> <p><i>Breaking the link between disadvantage and low attainment – Everyone’s business (DCSF 00357-2009)</i></p>
Identify the target group of pupils	<ul style="list-style-type: none"> ● Regularly review pupils’ progress at whole school and at class level and the target group(s)/ individuals at least termly ● Identify looked after children and children who are from low-income backgrounds and/or in receipt of free school meals – especially those who are slow-moving, stuck or in need of support to improve aspirations, engagement with school and accelerate progress ● Confirm target group and baseline pupils’ progress, attainment and behaviour and attendance data; identify current strengths and weaknesses ● Regularly review staff expectations of this group in relation to true potential 	<p>Annex 5 School Survey supplemented with additional school determined baselining activity</p>

Task	Points for consideration	References
Identify one Extra Mile activity	<ul style="list-style-type: none"> ● Consider which of the activities offer the best value in developing the aspirations and attainment of the target group and community ● Align the chosen activity with agreed whole school priorities and maintain a sharp focus on these through self-evaluation ● Consider how cluster resources including time will be used effectively ● Involve the School Improvement Partner in quality assuring the decision-making process and brokering resources including wider children’s services as appropriate 	<p><i>The Extra Mile (Primary) Achieving success with pupils from deprived communities, pages 11–45</i></p> <p>Annex 1 Extra Mile: identification of development priorities</p>
Draw up a development plan	<ul style="list-style-type: none"> ● Establish objectives for the development clearly identifying the nature of the approach to be developed, the target group of pupils, the desired outcomes and how the approach will address current priorities ● Provide a detailed, time limited development plan translating current priorities into effective action ● Integrate the development plan into the school improvement plan rather than being a ‘bolt-on’ ● Decide success criteria and milestones for each activity and how they will be monitored, and by whom ● Consider how the cluster can work with individual school monitoring and evaluation processes to capture evidence of intended outcomes, examine impact and respond to evidence ● Identify clear lines of accountability for actions and outcomes and support all stakeholders to understand their responsibilities 	<p>Re-read the selected priorities in <i>The Extra Mile (Primary) Achieving success with pupils from deprived communities, pages 11–45</i></p> <p>Annex 2 Development Plan</p>

(ii) Running a successful project

Task	Points for consideration	References
Commit to adding value to pupil learning through working together as a cluster	<ul style="list-style-type: none"> ● Identify how to utilise the distinctiveness and diversity of all schools ● Build cluster ways of working that complement and extend effective school management systems ● Make use of internal expertise and create opportunities for professional learning to grow new 'experts' ● Communicate to reach all staff and share cluster learning effectively with all stakeholders 	
Establish links with the partner school	<ul style="list-style-type: none"> ● Consider the range of ways the partner school could provide support, for example, hosting visits, coaching, etc ● Integrate external support into the development plan ● Agree outcomes and how impact will be measured and monitored 	Annex 2 Development Plan
Inform all staff, participating pupils and parents/carers	<ul style="list-style-type: none"> ● Prepare a briefing for the whole staff on outline plans for implementing the Extra Mile project and arrange updates as appropriate ● Discuss the project with participating pupils and decide how best to engage them in project development and monitoring impact and outcomes ● Inform parents/carers about the Extra Mile project and arrange updates as appropriate ● Consider how to develop ways parents/carers can be more actively engaged in supporting their child's progress 	Draw on <i>The Extra Mile (Primary) Achieving success with pupils from deprived communities</i> , introduction and relevant pages for selected activities.

Task	Points for consideration	References
Support staff development	<ul style="list-style-type: none"> ● Focus professional learning around the target pupil group and agreed priorities underpinning the activity ● Link professional development to performance management ● Promote informed risk taking and action-research which helps teachers evaluate the impact of different teaching strategies on aspirations, learning and accelerated progress ● Monitor and evaluate impact against pupil impact measures, for example progress, attainment, behaviour, attendance and narrowing the gap ● Provide opportunities for staff to learn collaboratively ● Demonstrate and celebrate success 	

(iii) Judging the impact

Task	Points for consideration	References
Monitor and evaluate the development of activities, including impact on pupils' learning, aspirations, behaviour and attendance	<ul style="list-style-type: none"> ● Monitor and evaluate the plan against pupil progress and attainment ● Find a balance between qualitative evidence, for example, pupil and staff perceptions and quantitative evidence, for example, pupil tracking, periodic assessments using APP, outcomes from pupil progress meetings ● Consider ways of inducting pupils into the process of evaluating impact and any necessary documentation/training to support this ● Use teacher assessment data and national tests to monitor impact of trial on pupil progression/attainment ● Distribute and analyse pupil and teacher perception surveys 	Annex 5 School Survey Annex 6 Staff Survey School Standards Advisers will discuss surveys during support visits in October 2009 and April 2010.

Task	Points for consideration	References
Report on progress and outcomes of the trial	<ul style="list-style-type: none"> ● Report on the benefits, limitations and practicalities of implementing the chosen development area through the online forum and networking events ● Share examples of emerging approaches with other trial schools ● Provide a brief interim report to the DCSF in January 2010 and then a short final report at the end of the project in July 2010 ● Contribute to the development of Extra Mile case study material 	Further guidance on completion of Annex 3 Interim/Final Report and Annex 4 Case Study will be provided by School Standards Advisers during support visits in October 2009 and April 2010.

2.3 Project timeline:

The table below lists the key dates and activities that will take place during the course of the project. Further information will be provided in relation to specific activities during the year:

Month	What the DSCF will do	What LAs and schools will do
May 2009	Send a project invitation letter and school nomination form to primary LAs taking part in Phase II of the Extra Mile project	<ul style="list-style-type: none"> ● LAs identify four trial schools and one partner school that would benefit most from joining the Extra Mile project
June 2009	<ul style="list-style-type: none"> ● Confirm participation in Phase II of the Extra Mile project with LAs and schools ● Invite LAs and schools to attend the national launch and celebration conference on 17th July 2009 	<ul style="list-style-type: none"> ● LAs return completed nomination form to the DCSF identifying trial and partner schools to participate in Phase II ● LAs and schools return the registration document for the national launch conference
17 July 2009	National launch and celebration conference for Phase I and Phase II schools, LAs and partner schools	

Month	What the DCSF will do	What LAs and schools will do
July 2009 – September 2009	<ul style="list-style-type: none"> ● Answer additional questions and support initial development of the project at LA, cluster and school level 	<ul style="list-style-type: none"> ● Trial schools baseline pupil performance of the target group including completion of the School Survey (Annex 5) ● LAs identify and appoint a cluster coordinator for the project ● Trial schools identify how they might draw on their partner school to support development
September 2009	<ul style="list-style-type: none"> ● Send a cross-phase termly newsletter to schools and LAs ● Launch a website and online forum for the Extra Mile project ● Provide feedback to trial schools' on development plans (Annex 2) 	<ul style="list-style-type: none"> ● LA cluster coordinators visit all schools to support completion of the development plan (Annex 2) and to discuss next steps including effective working with the partner school as part of the LA cluster ● Trial schools submit the Development Plan (Annex 2) to the DCSF and specify how the funding will be used to support development ● Schools begin to implement the development plan and monitor and evaluate the progress of activities

Month	What the DCSF will do	What LAs and schools will do
October 2009	<p>School Standards Advisers undertake a first round of support visits to the 9 pilot primary LAs and trial schools.</p> <p>Visits will include:</p> <ul style="list-style-type: none"> ● Discussion of progress with the trial and provide an opportunity for feedback on current development work and/or any obstacles to progress including discussion of school and staff surveys (Annex 5 and Annex 6) ● Discussion of the requirements of the interim report (Annex 3) ● Commissioning of school case studies (Annex 4) 	<ul style="list-style-type: none"> ● LAs attend visits by DCSF School Standards Advisers ● LAs offer ongoing cluster/school support tailored to the progress and issues identified during the DCSF visit ● LA and partner schools specify how they will use funding to support cluster and school level development ● Schools complete the perception surveys with the target pupils and staff (Annex 5 and Annex 6), analysing the results
November 2009		<ul style="list-style-type: none"> ● LA cluster coordinators arrange a ½ day networking event for trial and partner schools to support learning and disseminate good practice
January 2010	<ul style="list-style-type: none"> ● Send a cross-phase termly newsletter to schools and LAs ● Organise a national networking event for all Phase II primary LAs and schools ● Produce an interim report 	<ul style="list-style-type: none"> ● LA cluster coordinators visit trial schools to monitor, challenge and support progress ● LA cluster coordinators and school project leaders attend the national networking event to share initial findings and good practice ● Schools submit case studies (Annex 4), the interim report (Annex 3) and pupil and staff perception surveys to DCSF
March 2009		<ul style="list-style-type: none"> ● LA cluster coordinators arrange a second ½ day networking event for trial and partner schools to support learning and disseminate good practice to date

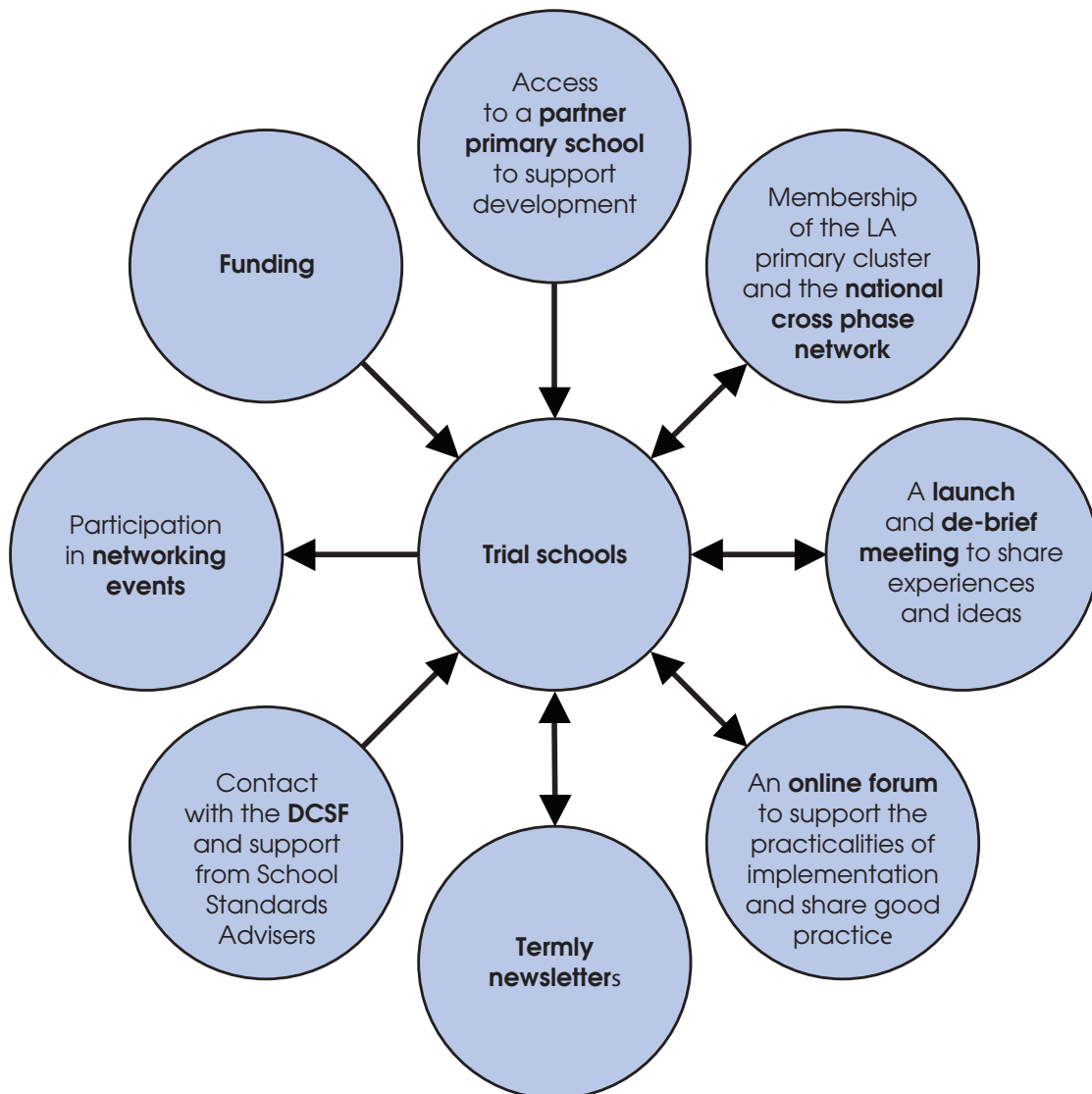
Month	What the DCSF will do	What LAs and schools will do
April 2010	<p>School Standards Advisers undertake a second round of support visits to the 9 pilot primary LAs and trial schools.</p> <p>Visits will include:</p> <ul style="list-style-type: none"> ● Discussion of progress with the trial and provide an opportunity for feedback on current development work and/or any obstacles to progress including discussion of school and staff surveys (Annex 5 and Annex 6) ● Discussion of the requirements of the final report (Annex 3) ● Commissioning of school case studies (Annex 4) 	<ul style="list-style-type: none"> ● LAs attend visits by DCSF School Standards Advisers ● LAs offer ongoing cluster/school support tailored to the progress and issues identified during the DCSF visit ● Schools complete the perception surveys with the target pupils and staff (Annex 5 and Annex 6), analysing the results
May 2010	<ul style="list-style-type: none"> ● Send a cross-phase termly newsletter to schools and LAs 	<ul style="list-style-type: none"> ● LA cluster coordinators visit trial schools to monitor, challenge and support progress
June 2010		<ul style="list-style-type: none"> ● LA cluster coordinators arrange a final ½ day networking event for trial and partner schools to support writing of case studies (Annex 3) and disseminate good practice ● Schools submit final case studies (Annex 4), the final report (Annex 3) and pupil and staff perception surveys to DCSF
July 2010	<ul style="list-style-type: none"> ● Produce a final Extra Mile project report ● Organise the national Extra Mile celebration event ● Support the final submission of the full external evaluation of the Extra Mile project 	<ul style="list-style-type: none"> ● LAs, trial and partner schools provide a final financial account at the end of the project ● LA cluster coordinators and school project leaders attend the national Extra Mile celebration event
August 2010	<ul style="list-style-type: none"> ● Share findings from the full external evaluation 	<ul style="list-style-type: none"> ● Schools submit external attainment/ progression data

2.4 Available resources

The project aims to create opportunities for people to learn collaboratively and to use cross-school discussion and the sharing of emerging good practice to spearhead further development for disadvantaged and vulnerable groups such as looked after children. Schools will receive the following resources and support during the course of the project.

Each Extra Mile primary cluster will receive funding of £5,000 per trial school, plus £3,000 for the cluster partner school. There will be additional funding of

£7,000 to the local authority to enable it to support the Extra Mile project throughout the year. Funding is intended to help cover setup/one off costs of the new Extra Mile activities and should not be used for funding the expenses of work already in progress. Funding is provided for one academic year (2009–10) and schools should only make commitments to ongoing cost implications if they are willing to sustain these from their own budget in the future. All schools and local authorities will be required to submit a statement of how funding has been used.



Section 3 – Role and Responsibilities in the Extra Mile

3.1 The role of the local authority for Phase II primary schools

This section outlines in more detail the role of the LA in supporting effective participation in the Extra Mile primary project. Local authorities are asked to:

- Identify four trial primary schools with the capacity to lead the project, who have effective management systems to allow staff to focus on Extra Mile practices and who are alert to the economic, social and cultural issues being addressed
- Nominate one further primary school in the local authority that is achieving good results with disadvantaged pupils (i.e. looked after children and children on free school meals (FSM)), and has the capacity to act as an effective partner to the trial primary schools
- Establish an Extra Mile primary cluster and appoint a LA cluster coordinator
- Facilitate and encourage schools to work collaboratively to develop effective approaches to raise aspirations and attainment for the target pupil group
- Arrange to visit trial schools at least once per term to monitor, challenge and support progress
- Arrange termly ½ day networking events for trial and partner schools
- Offer ongoing cluster/school support tailored to the progress and issues identified during visits and cluster networking
- Attend national meetings to share experiences and ideas (optional)
- Attend visits to trial schools by the DCSF School Standards Advisers
- Provide a final financial account at the end of the project for use of funding.

In addition to being involved in selecting schools and to helping to steer project development, feedback from the Phase I trial schools shows LA colleagues have been particularly valued in helping with monitoring and evaluation and offering support and challenge during planning and self-review.

3.2 The role of the Phase II primary school

This section outlines in more detail the role of the Phase II primary schools in the Extra Mile project. The original twenty-three trial schools have found that commitment and support from the senior leadership team is essential to the success of the project. However, often the more detailed

management of Extra Mile activities might be driven forward by a working group with representatives from key areas of the school, including pastoral leaders, subject leaders and teachers, teaching assistants, learning mentors and pupils, as well as parents/careers. It has been important to clarify the roles and responsibilities and ensure the senior leader coordinates and leads on the ongoing developments and ensures that actions are carried out, meetings are convened and are purposeful, and systems for monitoring and evaluating are in place.

Phase II primary schools are asked to:

- Attend a launch event in July 2009 to share experiences and ideas
- Consider which of the activities offers them best value in developing the aspirations and attainment of children from deprived communities and to identify **one** activity for implementation
- Identify someone in school with sufficient seniority to lead and manage the project
- Draw up a development plan, integrated into the school improvement plan rather than being an 'add on'
- Identify how they might draw on partner schools to support their efforts as part of wider Extra Mile primary cluster provision
- Nurture creativity, risk taking and innovation to improve outcomes for disadvantaged pupils
- Work with LA colleagues, including advisers and consultants, support services, healthy schools coordinators, educational psychologists, extended school coordinators to support coherent school improvement
- Attend a national networking event in January 2010 and national celebration event in July 2010 to share good practice and learning from the project
- Give an account at the end of the trial of the benefits, limitations and practicalities of implementation that we might pool and share with other schools in the future
- Evaluate the outcomes for pupils
- Specify how the funding will be used to support development at the planning stage and provide a final financial account at the end of the project

3.3 The role of the partner primary school

This section outlines in more detail the role of the partner school in supporting effective participation in the Extra Mile project. Partner schools are asked to:

- Attend a launch conference in July 2009 to share experiences and ideas
- Appoint a senior leader to coordinate partnering arrangements and attend cluster network meetings
- Work with the Phase II schools as part of the Extra Mile primary cluster to establish a clear focus and direction to partner support


- Agree a plan of action identifying the time, appropriate support (visits, mentoring, coaching and enquiry) and allocation of resources to support interaction between schools to build capacity as part of the ways of working in developing activities which impact on pupils
- Work with the Phase II schools and the local authority to create new professional knowledge and shared understandings of ways to raise aspirations and attainment in primary schools serving deprived communities
- Attend a national networking event in January 2010 and national celebration event in July 2010 to share good practice and learning from the project
- Consider extending the influence of partnering by finding ways to involve pupils, parents/ carers and governors
- Provide a final financial account at the end of the project for use of funding.


Project management

Project management arrangements are to be set up by each Phase II school according to circumstance. The project will be coordinated nationally by the Narrowing the Gap Division in the DCSF. Charlotte Carter-Wall is the named contact for the project on charlotte.carter-wall@dcsf.gsi.gov.uk.

Section 4 – Annexes

Annex 1 – Identification of development priorities

Priorities for Development				
KEY 1 – a strong feature of current practice 4 – an aspect needing significant development	1	2	3	4
Activity 1: Providing a coherent curriculum with a strong focus on speaking and listening				
Identifying children with poor language skills who need to make accelerated progress				
Developing early language skills, alongside personal, social, emotional skills?				
Providing a range of opportunities for the development of speaking and listening				
Developing a flexible curriculum that responds to the specific needs of the pupils				
Promoting a stimulating learning environment that supports day to day learning				
Activity 2: Engaging pupils in their learning				
Teaching lessons with a range of 'episodes' to engage pupils in learning				
Using one to one, paired and guided work to strengthen learning and develop speaking and listening skills				
Acting quickly to address pupils' difficulties to overcome barriers to learning				
Activity 3: Helping pupils to articulate and manage their emotions				
Developing children's social and emotional skills				
Nurturing children's roles and responsibilities in supporting each other				
Involving children in the development of key policy areas, for example, learning and teaching, the curriculum and behaviour				

Priorities for Development				
KEY 1 – a strong feature of current practice 4 – an aspect needing significant development	1	2	3	4
Activity 4: Broadening pupils' horizons by providing a wide-range of stimulating activities				
Drawing on the potential of the local community to enrich pupils' experiences				
Making available an increasingly broad range of experiences for pupils				
Embedding enrichment experiences in day to day teaching and learning				
Activity 5: Providing support at transition points				
Ensuring seamless transitions within the school itself				
Identifying and supporting pupils who are likely to struggle at times of change and transition				
Forging partnerships with partner secondary schools in order to facilitate the pastoral as well as the academic and pedagogical aspects of transfer				
Activity 6: Recruiting, developing and retaining staff with empathy for the pupils and their backgrounds				
Providing induction for new staff				
Ensuring that new approaches presented through CPD activity are embedded in practice				
Delegating responsibility and accountability to middle leaders				
Providing development opportunities for staff within the school				
Activity 7: Promoting and valuing partnerships with parents/carers and the local community				
Welcoming parents into the school				
Providing support and guidance so parents know how to help their children				
Engaging parents in their own learning (family, adult learning opportunities)				
Providing specialist support and guidance for parents faced with their own challenging issues				

From the development priorities identified above, which are not adequately covered by your current School Development Plan?

Annex 2 – Development Plan

School Name:	
Local Authority:	
Activity (Name and Number):	
a) Target group of pupils	
b) Baseline position <i>(This should be the benchmark against which you judge progress during your work. You should therefore include, particularly with reference to the target group: current practice, obstacles to progress/risks and other relevant information, including statistical information where relevant.)</i>	
c) Leadership and management arrangements	
d) Objectives for the development work	
e) Success criteria	
f) Specific actions to be taken	
g) Monitoring and evaluation procedures	
h) Timeline for the development	
i) Allocation of funding	

Annex 3 – Interim/Final Report

School Name:	
Local Authority:	
Activity (Name and Number):	
a) Objectives for the development work	
b) Success criteria	
c) Specific actions taken	
d) Outcomes/progress towards meeting objectives (include references to successes, obstacles to progress and evidence of impact on the target group of pupils and any wider impact including on other pupils, staff and parents)	


Annex 4 Case Study


School Name:	
Local Authority:	
Activity (Name and Number):	
<p>a) Context</p> <p><i>To include: a brief description of the school; the focus for the Extra Mile activity and its link with previous school improvement work; the target group selected (include rationale if not already explicit); the objectives of the work and related success criteria. Target length 100 words.</i></p>	
<p>b) Activity</p> <p><i>To include: what the actions were, how they were done, when (timing and frequency) they were done. Identify any obstacles to progress and how these were tackled. (Do not include the monitoring/evaluation methods used in this section.) Target length 150 words.</i></p>	
<p>c) Impact/Outcomes</p> <p><i>To include: the monitoring and evaluation methods undertaken; evidence of impact (refer to pupil perceptions as well as 'harder' evidence as appropriate); next steps (i.e. any continuation/development of the work). Target length 150 words.</i></p>	

Annex 5 – School Survey


Your name:	
School name:	
Which year group are you in?	

Please show how much you agree with the following statement by choosing a number between 1 and 10. If you agree completely choose 10, if you disagree completely choose 1. Only tick one box.

KEY 1 = I disagree completely 10 = I agree completely											
Question		1	2	3	4	5	6	7	8	9	10
1	I enjoy coming to school and learning										
2	I am working really hard										
3	I am doing well at school										
4	I am sure I can do as well as my friends by the time I leave school										
5	I am confident that I will get good National Test results										
6	I think getting good test results at school is important for my future										
7	I want to go to university when I leave secondary school										
8	I know what job I want to do when I am older										
9	I think I will be able to get the job I want										
10	I think I will be successful in the future										

Additional questions (to be selected by individual schools)											
KEY 1 = I disagree completely 10 = I agree completely											
Question		1	2	3	4	5	6	7	8	9	10
1											
2											
3											

Thank you for completing this questionnaire. Your help is very much appreciated.

Additional questions (to be selected by individual schools)											
KEY 1 = I disagree completely											
10 = I agree completely											
Question		1	2	3	4	5	6	7	8	9	10
1											
2											
3											

Thank you for completing this questionnaire. Your help is very much appreciated.

Annex 7 – Frequently Asked Questions

Why is this project focusing on social class and pupils from deprived communities?

The evidence shows that although some gaps in pupil achievement are beginning to close, the gap between pupils from a disadvantaged background and their peers is still significant. Social class has also been shown to be the most important factor affecting a child's achievement in school, more significant than both gender and ethnicity. We are not looking to denigrate or criticise working class culture and in fact, the schools chosen for the project are at the heart of the communities in which they reside. This project will be about extra things schools can do to overcome barriers to achievement for this group of students – going "The Extra Mile".

Does this project mean that FSM pupils will be singled out in schools and treated differently?

No, not at all. Whilst it is important that schools and teachers are aware of the pupils receiving Free School Meals and focus particularly on preventing these pupils from falling behind, we trust that they will treat the issue with sensitivity and avoid stigmatising groups of pupils. The Extra Mile activities have been chosen because they have been shown to have a particularly positive effect on pupils from disadvantaged backgrounds but teachers and schools have a large amount of freedom to choose the groups of pupils they feel will benefit most from the activities.

Shouldn't teachers and schools improve the achievement of all pupils rather than focusing on a specific group?

Schools and teachers are still focused on improving achievement across the board, and there are many parts of the DCSF which focus on this area. However, whilst the overall achievement of most pupils is improving, pupils from disadvantaged backgrounds still lag behind their peers. This project is looking to narrow the gap between these groups of pupils to ensure that everyone is progressing at a similar level.

Can a primary school below the 55% combined attainment floor target at KS2 in the Improving Schools Programme (ISP) in 2009/10 be included in the Extra Mile?

Yes. All schools need to have strong management systems using the cycle of audit, target setting, tracking, planning, action and review. A school's engagement in the Extra Mile project is **additional** to and enhances and extends this core school improvement work i.e. '*what good schools do*'. Participation in the Extra Mile should not be seen as an alternative. Development of a school's chosen Extra Mile activity should form part the overall tailored package of LA support to ensure the school sustains a lift above the 55% floor target.

How were the original 23 schools selected?

We selected eleven Local Authorities which covered areas of high deprivation. We then asked each authority to choose two schools with substantial catchment areas in deprived communities which were keen to be involved and had the capacity to lead the project.

How has the effectiveness of the initial trial been measured?

Schools in the original trial have been providing regular progress updates throughout the course of the year to help us to track the progress of the project. Because of the short timeframe of the project, we have not expected to see an instant change in exam results but have expected each trial school to:

- Use teacher assessment data to monitor impact of trial on pupil progression/attainment
- Distribute and analyse pupil and teacher perception surveys
- Contribute to the development of case study material
- Provide a brief interim report in January 2009 and then a short final report at the end of the development process in July 2009.

How will evaluation be handled in the Phase II Extra Mile schools?

We are in the process of designing an independent evaluation focusing on the Phase I and Phase II Secondary pilot schools and a more light touch evaluation of the 40 primary trial schools

The formal evaluation is likely to take the form of case studies in a selection of the participating authorities. Evaluation activities and methods are likely to include:

- analysis of attainment data
- interviews with pupils, school personnel and partner schools
- documentary analysis of schools' Extra Mile plans, activities and self-evaluation.

Do all Extra Mile schools follow the same programme of activities?

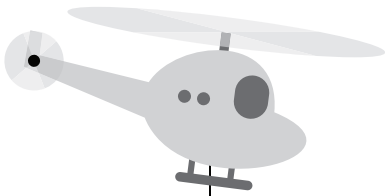
No. Research previously carried out by the School Standards Division has identified a set of common activities in primary and secondary schools which make a real difference in improving the aspirations and attainment of pupils from disadvantaged backgrounds. All primary Extra Mile schools choose one activity that they feel will work best in their school, and offer a good fit with their School Improvement Plan and school priorities.

How does DCSF keep in touch with Extra Mile schools?

DCSF maintains regular contact with Extra Mile schools through school/cluster support visits, regular newsletters, an online forum and a number of networking events at which they can share emerging practice and lessons learned.

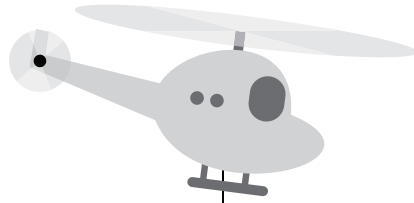
How does the partner school system work?

Each trial school is partnered with a school that has succeeded in raising the aspirations and attainment of its pupils, despite being situated in a deprived community. Partner schools do all the things that good schools do, as well as 'going the extra mile' for their pupils. As the project expands, the DCSF will continue to assign each trial school a partner school but the schools themselves will determine how they would like the relationship to develop.



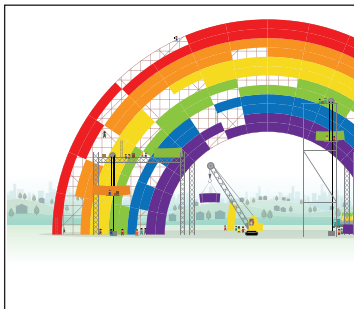
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