

The Extra Mile Phase II 2009–10

Secondary 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 (LAs) about how the second phase of the Extra Mile project will operate in secondary 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 Extra Mile (Secondary) 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 twelve ‘extra mile’ activities for secondary schools. It sets out the associated benefits that can be derived from adoption, using a common structure of activity rationale, case study materials and potential areas for development work.

This handbook is divided into 4 sections:

Section 1 introduces the Extra Mile project and presents an overview of the twelve secondary activities. Schools should choose **two** activities 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 secondary 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 (FSM), 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, 51.3% of non-FSM children achieved 5+ A*-C including English and mathematics as compared to 23.5% of FSM pupils; a gap of 27.8 percentage points and this gap has narrowed by only 0.8 percentage points since 2003. White British pupils have the widest FSM gap of 32.5 percentage points with

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.

only 18.8% achieving 5+ A*-C including English and mathematics in 2008. The deprivation attainment gap is similar for both boys and girls.

Although some looked after children do well, their average attainment is far worse than that of their peers. In 2008 just 14% achieved at least 5 A* – C grade GCSEs, compared with 65% of all children². From 2005 to 2008 the percentage of Children in Care achieving 5 good GCSEs or equivalent has risen from 11% to 14%. But this improvement is slower than the national average for all children (56% to 65%). Reversing the widening of this gap and transforming opportunities for these young people is now a priority.

When thinking about which pupils 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 eligible for free school meals.

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 report³ 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 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 examination 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 (Secondary) Achieving success with pupils from deprived communities* but, in brief, they each fall under one of four development areas:

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 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 schools by raising the attainment and aspirations of disadvantaged students in Key Stages 3 or 4 and by narrowing the attainment gap between those

² Unlike the figure for all children, the figure for Children in Care (CiC) does not include qualifications equivalent to GCSEs

³ <http://www.dcsf.gov.uk/furthereducation/up>

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 extra mile practices in another 60 secondary schools and also in 40 primary schools. Participating schools will work on those areas which best serve their local needs, and will devise development activities to suit individual circumstances. Each school will be allocated a partner school from the same local authority that is succeeding in achieving good results with pupils eligible for free school meals and has the capacity to support other schools to develop and embed good practice. The 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. They will be the target cohort for the monitoring and evaluation of impact. 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.

In summary, the aims of the secondary Extra Mile project are to:

- raise the aspirations and attainment of disadvantaged children, and to engage them in their own education
- narrow the attainment gap between disadvantaged students and their more advantaged peers in KS3 & 4
- transfer identified school improvement processes and key activities which have been particularly successful in raising aspirations and attainment in trial schools to other secondary schools with similar intakes.

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

This section outlines the deliberate additional measures secondary schools working in some of the most deprived wards in England have used to raise the aspirations of their pupils. They are presented as twelve activities with development aims and the benefits that can be derived from adoption.

A. Securing attention, engagement and mutual respect

Development aims	Benefits
1. To increase interactive and participatory learning.	<ul style="list-style-type: none"> ● Greater interest in lessons leading to increased learning. ● Better attention and behaviour in lessons. ● Association between a pupil's personal investment and learning.
2. To develop a listening campaign which responds to pupil and parent perceptions.	<ul style="list-style-type: none"> ● Pupils and parents feel empowered and respected and, in turn, respect and value the school. ● Increased awareness of how the school appears to the local community. ● New information about aspects for improvement for the school.
3. To promote a culture of respect for local people, local culture and local values.	<ul style="list-style-type: none"> ● Better rapport between school, parents and pupils. ● Increased support from parents. ● School identified as a part of the community.

B. Raising aspirations

Development aims	Benefits
4. To broaden pupils' horizons by offering experiences and opportunities they would not otherwise get.	<ul style="list-style-type: none"> ● Reduced sense of deprivation. ● Raised morale and interest levels. ● Social, cultural and physical value.
5. To develop a culture of achievement and 'belonging' in school.	<ul style="list-style-type: none"> ● Increased expectations of success and self-belief. ● Pupils accept school and feel part of it. ● Pupils make the link between effort, attainment and future prospects.
6. To offer a more relevant curriculum.	<ul style="list-style-type: none"> ● Pupils work harder because they enjoy lessons and see why they matter. ● Pupils make the link between school and work. ● Increased motivation.

C. Equipping pupils with skills for the future

Development aims	Benefits
7. To build pupils' repertoire of spoken and written language.	<ul style="list-style-type: none"> ● Pupils have ability and feel confident to talk and write in a wider range of situations. ● Pupils acquire social confidence.
8. To develop pupils' social, emotional and behavioural skills.	<ul style="list-style-type: none"> ● Pupils can manage themselves better in a wide range of social situations. ● Pupils can deal with conflict and negotiation more effectively. ● Increased self-esteem.

D. Holding them to it; no-one fails

Development aims	Benefits
9. To cultivate traditional values of respect, good behaviour and caring.	<ul style="list-style-type: none"> ● Better behaviour in lessons. ● An improved, calmer climate for learning. ● A community which respects itself.
10. To track pupil progress and intervene promptly if they fall off trajectory.	<ul style="list-style-type: none"> ● More apt, focused teaching based on up-to-date assessments. ● Earlier intervention to prevent pupils going 'off track'. ● SLT is better able to respond to cohort needs.
11. To develop effective rewards and incentive schemes.	<ul style="list-style-type: none"> ● Pupils feel acknowledged and noticed. ● Pupils are more motivated. ● Achievement is promoted and valued.
12. To support pupils at important moments in their lives, especially transition points.	<ul style="list-style-type: none"> ● Pupils maintain their progress during challenging periods. ● Stress is minimised. ● Pupils learn resilience in coping with adversity.

For each activity the following structure is used:

a) **A rationale**

This explains why this feature is so important with pupils from deprived communities.

b) **Case study material**

These capture some of the effective approaches used in the schools visited.

c) **Possible areas for development**

These provide a list of possible objectives for the development work. The lists are not exhaustive and are provided to indicate the type of activity that could be undertaken and would be an appropriate use of the funding provided in the trial.

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 fifty 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. 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 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 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 schools. 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 school will produce its own set of case studies, enriching our collective knowledge about what makes a difference to the aspirations and attainment of disadvantaged pupils.

Section 2 – The Extra Mile in practice

2.1 The process

When selecting the best approach for putting Extra Mile activities 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 whole school as relevant.

An **entitlement** model might emerge in a school where it is felt that 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.

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 publication *The Extra Mile (Secondary) Achieving success with pupils from deprived communities*.

(i) Getting started

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 secondary and 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 (Secondary) 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"> ● Review pupils’ progress at whole school and at subject level ● Identify looked after children and children who are from low-income backgrounds and/or in receipt of free school meals especially who are slow-moving, stuck or need 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 ● 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 two Extra Mile activities	<ul style="list-style-type: none"> ● Complete the identification of development priorities document (annex 1) ● Consider which of the activities offer the best value in developing the aspirations and attainment of the target group ● Align the chosen activities with agreed whole school priorities and maintain a sharp focus on these through self-evaluation 	<p><i>The Extra Mile (Secondary) 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 ● 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 (Secondary) 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
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

Task	Points for consideration	References
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 (Secondary) Achieving success with pupils from deprived communities</i> , introduction and relevant pages for selected activities
Support staff development	<ul style="list-style-type: none"> ● Focus professional learning around the target pupil group and agreed priorities underpinning activities ● Promote informed risk taking and action-research which helps teachers evaluate the impact on aspirations and learning of different teaching strategies ● Monitor and evaluate impact against pupil impact measures ● Provide opportunities for staff to learn collaboratively ● Demonstrate and celebrate success 	

(iii) Judging the impact

Task	Points for consideration	References
<p>Monitor and evaluate the development of activities, including impact on pupils' learning, aspirations, behaviour and attendance</p>	<ul style="list-style-type: none"> ● Monitor and evaluate the plan against pupil progress ● Find a balance between qualitative evidence, for example, pupil and staff perceptions and quantitative evidence, for example, teacher assessment, periodic assessments ● Consider ways of inducting pupils into the process of evaluating impact and any necessary documentation/training to support this ● Use teacher assessment data and external examinations to monitor impact of trial on pupil progression/attainment ● Distribute and analyse pupil and teacher perception surveys 	<p>Annex 5 School Survey Annex 6 Staff Survey School Standards Advisers will discuss surveys during support visits in November 2009 and April 2010</p>
<p>Report on progress and outcomes of the trial</p>	<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 	<p>Further guidance on completion of Annex 3 Interim/Final Report and Annex 4 Case Study will be provided by School Standards Advisers</p>

2.2 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:

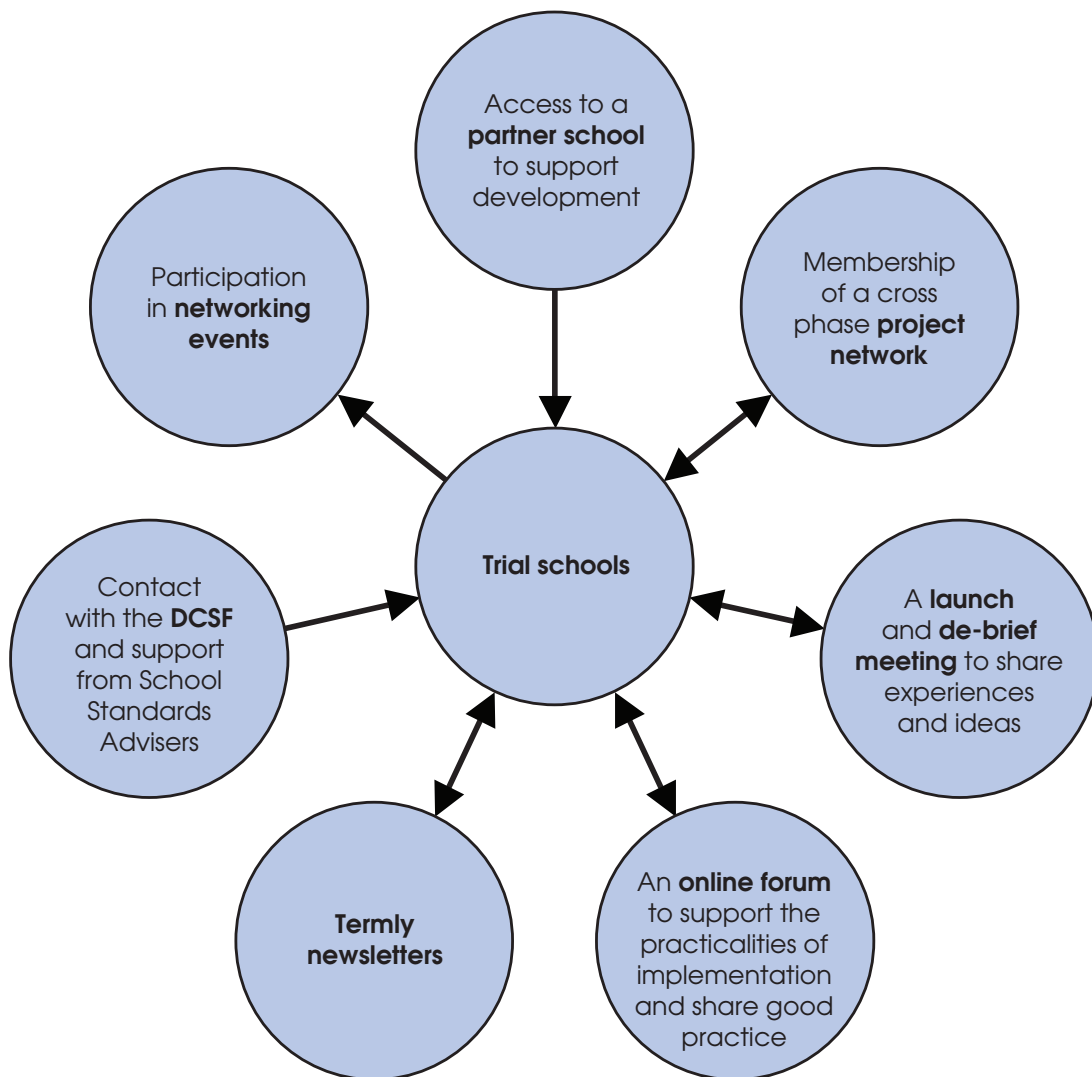
Month	Activities
May 2009	LAs receive initial invitation and school nomination form
June 2009	<ul style="list-style-type: none"> • Nomination of schools submitted by LAs to the DCSF and trial schools selected • LAs and schools are informed if they are to participate in the project • LAs and schools are invited to the national launch conference
July 2009	National launch and celebration conference for Phase I and Phase II schools, LAs and partner schools
July 2009 – September 2009	<ul style="list-style-type: none"> • Schools baseline pupil performance of the target group including completion of the School Survey (Annex 5) • Schools submit Development Plan (Annex 2) to the DCSF • Schools identify how they might draw on partner schools to support development
September 2009	<ul style="list-style-type: none"> • Schools and LAs receive the cross-phase termly newsletter • Website and online forum are launched
September 2009 – July 2010	Schools implement the development plan and monitor and evaluate the impact of activities
November 2009	<p>School Standards Advisers undertake a first round of support visits to Phase II trial schools. 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 • Discussion of the 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)
January 2010	<ul style="list-style-type: none"> • Schools and LAs receive the cross-phase termly newsletter • School project leaders and LAs (optional) attend territorial networking events to share initial findings and good practice • Schools submit case studies (Annex 4), the interim report (Annex 3) to DCSF • Interim report produced by the DCSF

Month	Activities
April 2010	<p>School Standards Advisers undertake a second round of support visits to Phase II trial schools. 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 ● Discussion of the 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)
May 2010	Schools and LAs receive the cross-phase termly newsletter
June 2010	Schools submit final case studies (Annex 4), the final report (Annex 3) to DCSF
July 2010	<ul style="list-style-type: none"> ● A final project report is produced by the DCSF ● School project leaders and LAs (optional) attend the National Extra Mile celebration event ● Full external evaluation completed
August 2010	Schools submit external attainment/progression data

2.3 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

those from low socio-economic backgrounds and other vulnerable groups such as looked after children. Schools will receive the following resources and support during the course of the project:



Section 3 – Role and Responsibilities in the Extra Mile

3.1 The role of the local authority

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

- Identify potential secondary schools which meet the project criteria⁴, have the capacity to lead the project and are alert to the economic, social and cultural issues being addressed
- Nominate one further secondary 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 two phase II schools
- Facilitate and encourage schools to work collaboratively to develop effective approaches to raise aspirations and attainment for the target pupil group
- Attend national meetings to share experiences and ideas (optional)
- Offer support to each Phase II school and attend visits to the school alongside the DCSF School Standards Advisers (optional).

In addition to being involved in selecting schools and helping to steer project development, feedback from the 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 secondary school

This section outlines in more detail the role of the Phase II secondary 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.

⁴ Maintained mainstream schools and Academies with GCSE attainment of between 30% and 48% 5+A*-C (including English and mathematics) in 2008, a relatively wide attainment gap between pupils who are and who are not eligible for free school meals and % of pupils in receipt of free schools meals either below 10% or greater than 18%. Schools between 10-18% were excluded as too close to the national average.

Phase II secondary 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
 - 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 appropriate, work with LA colleagues, including advisers and consultants, support services, healthy schools coordinators, educational psychologists, extended school coordinators, etc
 - 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.
- Appoint a senior leader to coordinate partnering arrangements
 - Work with the Phase II schools 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 secondary schools serving deprived communities that impact on pupils
 - Consider extending the influence of partnering by finding ways to involve pupils, parents/ carers and governors.

3.3 The role of the partner secondary 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

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
1. To increase interactive and participatory learning.				
2. To develop a listening campaign which responds to pupil and parent perceptions.				
3. To promote a culture of respect for local people, local culture and local values.				
4. To broaden pupils' horizons by offering experiences and opportunities they would not otherwise get.				
5. To develop a culture of achievement in school.				
6. To offer a more relevant curriculum.				
7. To build pupils' repertoire of spoken and written language.				
8. To develop pupils' social, emotional and behavioural skills.				
9. To cultivate traditional values of respect, good behaviour and caring.				
10. To track pupils' progress and intervene promptly if they fall off trajectory.				
11. To develop effective rewards and incentive schemes.				
12. To support pupils at important moments in their lives, especially transition points.				

From the development priorities identified, which could usefully be developed to enhance your current School Development Plan?

List the top two development priorities you would like to support through the 'extra mile' approach.

1.

2.

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 <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 <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 <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 the subjects I am studying										
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 GCSE 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										
9	I am confident that I will be able to get the job I want										
10	I am optimistic about 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.

How does this link with the National and City Challenge Programmes?

From this September, National and City Challenge schools, along with Gaining Ground Schools, will have the opportunity to take part in the expansion of Extra Mile as associate schools. As associates, these schools will be included in all Extra Mile communications and will have access to the same sets of resources as those involved in the formal trial. However, their face to face support will come not through the School Standards Advisers involved in the formal pilot, but through their own programme advisers and/or Local Authorities.

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.

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

- follow-up with schools from the first cohort, to see if they have sustained or developed their practice, and if they are acting as change agents within their local authority.

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

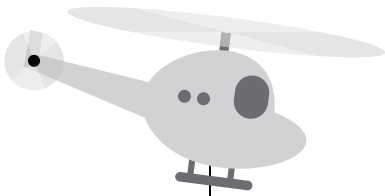
No. Research previously carried out by the School Standards Division has identified a set of common activities in primary and secondary schools which make a real difference in improving the aspirations and attainment of pupils from disadvantaged backgrounds. Schools in the Secondary Extra Mile project have been invited to choose two of these activities from a set of twelve. All Extra Mile schools may choose those activities they feel will work best in their schools, 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 visits, regular newsletters, an online forum and a number of networking events at which they can share emerging practice and lessons learned.

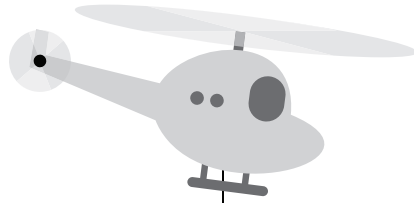
How does the partner school system work?

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.



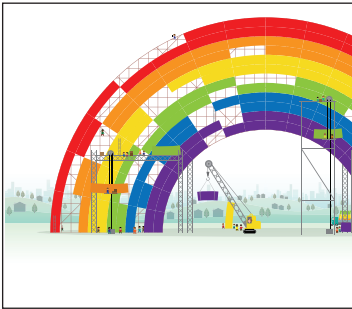
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