

Strategic School Improvement Fund - Round 3

Regional Delivery Division

East Midlands & Humber

Anna Leonard



Agenda

- Welcome and introduction to SSIF in EMH
- SSIF Round 3 - Key Points
 - What SSIF will fund; types of evidence; assessment criteria
- Regional priorities
- Further help available
- Q&A
- Discussion: planning and coordinating R3 applications



Strategic School Improvement Fund

The £140 million Strategic School Improvement Fund is a grant to support **first, infant, primary, secondary, middle, all-through, maintained nursery schools, alternative provision and special academies and maintained schools, post-16 academies, and pupil referral units**. It is intended to further build a **school-led system**, and aims to **target resources at the schools most in need** to improve school performance and pupil attainment; to help them use their resources most effectively, and to deliver more good school places.

The fund will support a **broad range of school improvement activities including, but not limited to, improving leadership, governance, teaching methods and approaches, and financial health and efficiency**. The fund will support **medium- to long-term sustainable activities** across groups of schools with a preference towards school-led provision, that is, support provided by schools, for schools



SSIF funded projects to date

Region	Successful applications			Schools to be supported		
	R1	R2	Total	R1	R2	Total
East Midlands & Humber	8	14	22	176	333	509
East of England & North East	8	14	22	193	121	314
Lancashire & West Yorkshire	12	9	21	305	202	507
North	4	7	11	43	112	155
South Central & North West London	3	9	12	37	141	178
South East & South London	6	11	17	89	158	247
South West	7	10	17	297	241	538
West Midlands	8	4	12	201	118	319
National Total	56	78	134	1,341	1,426	2767



SSIF funded projects to date

Region	Successful applications			Schools to be supported		
	R1	R2	Total	R1	R2	Total
East Midlands North	2	4	6	44	141	185
East Midlands South	3	3	6	86	78	164
South Yorkshire	2	5	7	39	94	133
York, North Lincolnshire and Humber	1	2	3	15	20	35
EMH Total	8	14	22	184	333	333



EMH projects

Round 1

Key:

- York, North Lincolnshire & Humber
- South Yorkshire
- East Midlands North
- East Midlands South

[] Supported schools per LA area

	EY	KS1	KS2	KS3	KS4
Numeracy					
Literacy		Learning Unlimited TSA – Maths/ English D'caster [9], Sheffield [3], R'ham [2], N'shire [2]			
		Landau Forte Teaching School Alliance – Literacy Derby [17]			
		Launde Primary School - Literacy Leicestershire [27], Rutland [2], Leicester [1]			
			Pathfinder TSA – Writing York [14]		
		Transform Teaching School Alliance – Reading/ Phonics Nottingham [22], Nottinghamshire [1]			
		Kyra Teaching School Alliance - Literacy Lincolnshire [41]			
		Learners First Schools Partnership – Language/ Oracy Rotherham [15], Sheffield [2], Doncaster [1]			
Other			Leicester Teaching School – KS2 & KS4 SEND Leicester [12]		

EMH projects

Round 2

	EY	KS1	KS2	KS3	KS4
Numeracy		<p>Molescroft Primary School - Maths East Riding [11], Hull [4]</p> <p>Landau Forte College – Maths Derby [25]</p>	<p>Staniland - Maths Lincolnshire [20]</p>		<p>Rushey Mead Academy – Maths Leicester [16]</p>
Literacy		<p>Wath CoE Primary – Reading Rotherham [29], Doncaster [2]</p> <p>St Thomas of Canterbury School (LUTSA) – English/maths mastery Doncaster [3], Sheffield [3], Nottinghamshire [1]</p>	<p>Silverdale School – Reading Sheffield [23]</p> <p>Tinsley Meadows Primary School – Writing Sheffield [6], Derby [1]</p> <p>Kirk Sandall – Reading/ Writing Doncaster [15], Barnsley [9], Sheffield [2]</p> <p>Kibworth CfE - Reading/Phonics/ KS1-2 Transition Leicestershire [36], Leicester [6]</p> <p>Cotgrave Candleby Lane – Phonics/Reading Nottinghamshire [31], Nottingham [3]</p> <p>Osmaston CofE - Phonics/Reading Derbyshire [42]</p>		
Other					<p>South Hunsley – Disadvantage East Riding [5]</p> <p>Sneinton St Stephen's CofE - SEND Nottingham [35], Derby [3], Derbyshire [1], Nottinghamshire [1]</p>

Key:

- York, North Lincolnshire & Humber
- South Yorkshire
- East Midlands North
- East Midlands South

[] Supported schools per LA area

SSIF will fund applications that aim to:

- Improve the standard of language, literacy and numeracy in reception
- Support improvements in the teaching of English
- Support improvements in the teaching of mathematics
- Support improvements in the teaching of science
- Support schools to deliver the English Baccalaureate
- Improve the performance of a school in relation to its disadvantaged pupils
- Increased numbers of high quality, experienced teachers working in challenging schools
- Improve the attainment of pupils with SEND
- Improve how schools use their resources more effectively including to improve social mobility
- Improve teacher capacity to focus on better pupil outcomes



Funding available

- No set amount of funding per application
- Typically range of £100,000 to £500,000
- We will fund applications over £500,000 that
 - demonstrate good value for money
 - have a strong evidence-base
 - Have a track record of provision
 - include robust sustainability plans



Activities SSIF will *not* fund:

- Academy conversion activities
- CPD funded through [TLIF](#)
- Other projects which would result in double funding (e.g. ITT recruitment, OA, Northern Powerhouse funding)
- Applications solely looking to fund qualifications (e.g. Masters or NPQs)
- Improvements in school buildings, infrastructure or capital investments

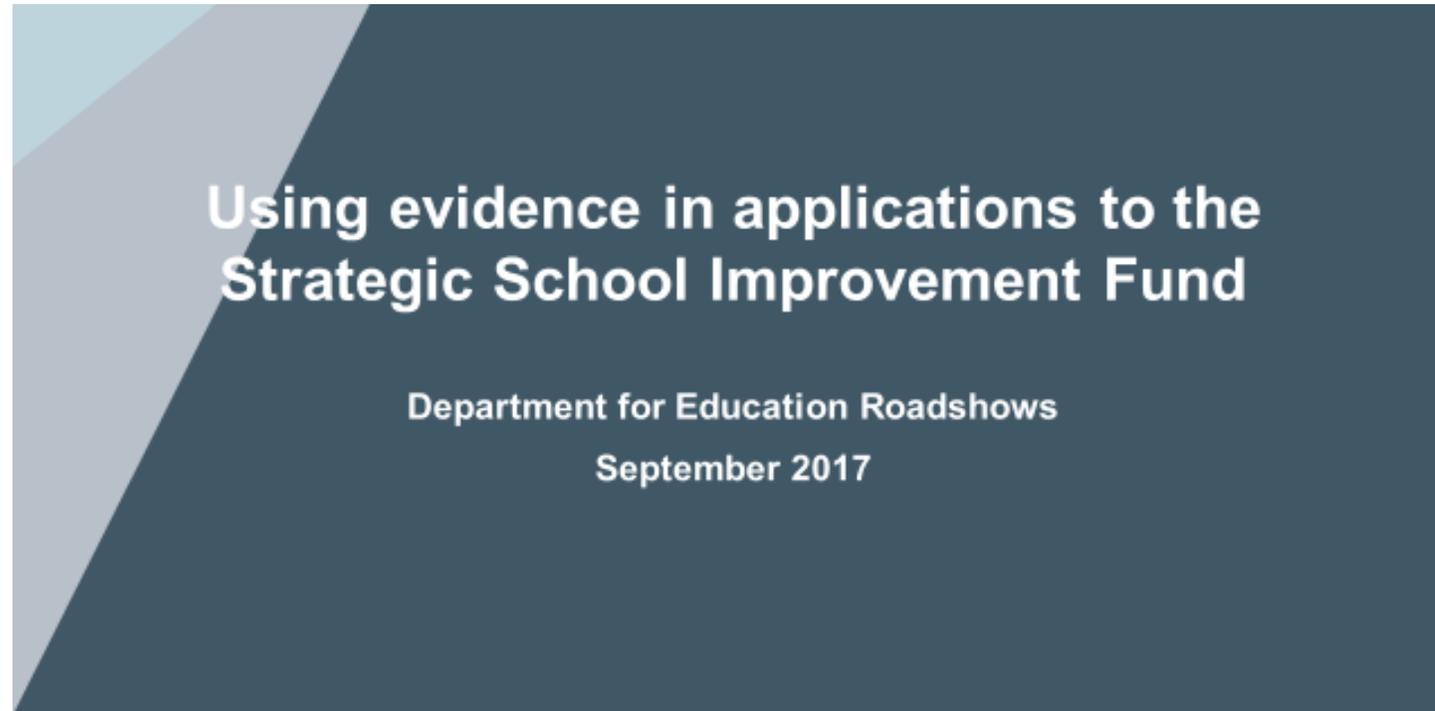


What's new for Round 3?

- **Timing:** Round 3 projects can run for five terms from September 2018 to March 2020
- **Curriculum:** More detailed guidance on gov.uk for curriculum-related proposals
- **Scope:** Maintained nursery schools and post-16 academies are now within scope for support
- **Eligibility:** E6-E14 can be based on 2015/2016 and 2016/2017 data
E15 new Early Years criteria (applicants to use local intelligence to determine)
Potential applicants can obtain a list of eligible schools
Flexibilities have been introduced for applications supporting first and infant schools, and for schools which do not have performance data, such as new, small or middle schools.
- **Criteria:** Workload impact and track record in deliverability
- **Classroom Practise:** Applications must now evidence the expected change in the classroom as a result of the improvement activity
- **MATs:** Updated requirements for multi-academy trusts, and teaching schools within multi-academy trusts, wishing to support schools in their trust



EEF has published advice on how to use evidence in your SSIF application



<https://educationendowmentfoundation.org.uk/scaling-up-evidence/ssif/>



Evidence based applications

In addition to their toolkit: <https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>, the EEF have flagged other useful sources of evidence:

- The What Works Clearinghouse (WWC) reviews the existing research on different *programs, products, practices, and policies* in education: <https://ies.ed.gov/ncee/wwc/>
- E4I is a database of programmes available in the UK, including details on their effectiveness and cost, together with links to providers and experts who can offer further support. The database can be searched by key stage, subject area and targeted group: <http://www.evidence4impact.org.uk/>
- The EIF Guidebook provides information about early intervention programmes that have been evaluated and shown to improve outcomes for children and young people. The EIF has rated the strength of evidence for a programme's impact and its relative costs: <http://guidebook.eif.org.uk/>
- The Teacher Development Trust's review summarises what constitutes effective professional development for teachers. It will be particularly useful when thinking about how to implement work on the ground: <http://tdtrust.org/about/dgt>
- The DfE Standards sets out a number of expectations about professional development: <https://www.gov.uk/government/publications/standard-for-teachers-professional-development>



DfE has published a classification of evidence on gov.uk

Indicative strength	Type of evidence	When / how it can be useful..
	<ul style="list-style-type: none"> Meta-analysis or systematic review - analysis and summary across many individual evaluations – can be found in a number of places including: Sutton Trust Toolkit and research journals 	<ul style="list-style-type: none"> Strong evidence, IF / WHEN practice has been rigorously evaluated and demonstrates that the intervention works consistently (across many different studies), and includes good insights about how, where, when and why it works, and who with. If it presents strong case but in a different sector or context, it can be used as wider supporting evidence or to make case for transferability and testing
	<ul style="list-style-type: none"> Matched-comparison design or a randomised controlled trial – tests intervention against a comparison group - can be found in a number of places including: EEF and research journals 	<ul style="list-style-type: none"> Strong evidence, IF / WHEN practice has been rigorously evaluated and demonstrated that it works, and includes good insights about how, where, when and why it works, and who with. Any limitations acknowledged, clear how it contributes to the narrative and used alongside wider evidence If / when complementary evidence fills any gaps about context, proposed tailoring / innovation, new combination of approaches, new target group
	<ul style="list-style-type: none"> Sound theory backed by a growing body of empirical research can be found in a number of places including: research journals; EEF, Sutton Trust Toolkit and government publications including research, statistics and policy 	<ul style="list-style-type: none"> Useful when it includes references to a number of quantitative or qualitative research study, or analysis across a number of studies that make the case why intervention is required, why approach fit for purpose and / or potential for impact. Useful to set the scene, evidence need for action, rationale for application to address a specific challenge, context or target group, and build upon this with other context specific evidence. Be clear how it contributes to the narrative and use this alongside wider evidence. Sometimes quite high level and lack specificity about problem, intervention and the match between the two.
	<ul style="list-style-type: none"> Independent research / evaluation – uses surveys, data analysis, monitoring, interviews, observations, focus groups, etc – can be found in non-peer reviewed research articles and local studies 	<ul style="list-style-type: none"> Useful as complementary / context to support e.g. application in a specific context, with a specific group; or Reasoning for tailoring / innovation to adapt a more established approach / approach with robust evidence. To explain the grounds for innovation and opportunities to test, learn and improve how to adapted / implemented, alongside plans to monitor and manage any risks Good to acknowledge and addresses limitations of this evidence, use alongside other more robust evidence
	<ul style="list-style-type: none"> Internal / in-house evaluation. Not independently evaluated and can include: case studies, observation, interviews, MI. Likely to be found in house and/or within local group of schools 	<ul style="list-style-type: none"> Can be very useful to demonstrate insights about the 'fit' of an established approach to a problem, target group or context Evidence gaps or need to tailor / enhance established approach to address weaknesses / increase impact Evidence for innovation e.g. additions, tailoring, combination of interventions, transfer to different context Rationale for x,y,z in a proposed innovation and how it can be applied, tested and improved
	<ul style="list-style-type: none"> Expert opinion / advice from consultants, academics or sector group. Likely to be gathered specifically for this task; may have been identified prior. 	<ul style="list-style-type: none"> Useful as background to support rationale for changing / improving / tailoring, innovation or to flag any risks / opportunities
	<ul style="list-style-type: none"> Media articles / anecdotal reports and interest groups: Likely to be found on internet news sources; articles in the teaching press and social media platforms 	<ul style="list-style-type: none"> Can be effective when used to highlight potential risks / opportunities of proposed approach, flag gaps in a current approach or flag potential public / media response

<https://www.gov.uk/government/publications/strategic-school-improvement-fund-classification-of-evidence>

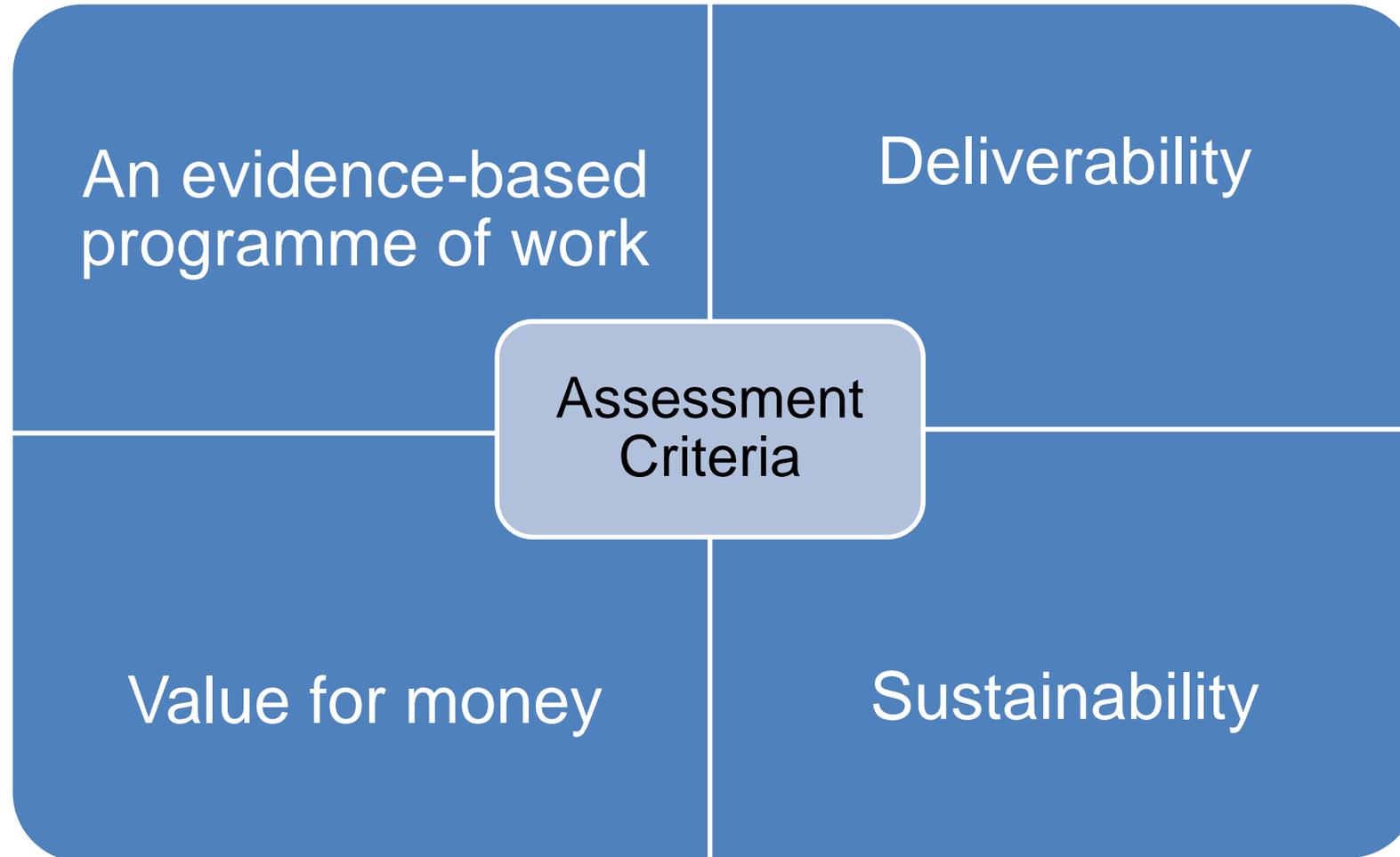


Applications should:

- a) Deliver **improvements** in overall teaching, leadership and/or governance
- b) Be of a scale and nature that bring about **sustainable improvement** in school standards and performance across an area, phase or group of schools
- c) Set out why the proposed improvement approach is **appropriate for the schools involved**, what is expected to change in the classroom/school as a result of the activity, and be clear about how it fits with any other improvement activity that is happening in those schools
- d) Be supported by **evidence** that demonstrates why the proposed improvement approach is expected to drive up standards in those schools.
- e) Set out **specific detail** and a clear rationale for why the improvement is necessary, and clearly detail what activities will be undertaken and by which providers, and the expected costs, short-term and long-term outcomes



There are clear common themes for how strong and weak applicants meet our four assessment criteria



An evidence-based programme of work

Stronger applications

- Responded **directly** to a school improvement priority identified by a SRIB, demonstrating a deep understanding of it through a clear articulation of it and its underlying causes specifically as they relate to the schools in question.
- Provided evidence, for example, **school level data**, and compared it specifically to data nationally and locally to demonstrate the extent of the need in the specific schools to be supported and explain why they are the ones most in need of support.
- Not only set out the evidence to support the **type** of approach they were going to take, but also the evidence to support **the specific programme/intervention**, and ideally, **could describe how the way it would be implemented would ensure that positive outcomes cited in the evidence would be replicated.**



An evidence-based programme of work

Common weaknesses

- Identifying a problem and providing some evidence of it locally, but not explaining **how they knew that the specific schools that they were proposing to support were the ones that most needed the support.**
- Identifying the broad approach that they were going to take e.g. ‘mastery learning’ – and signposting very high-level evidence of the potential effectiveness of that kind of approach, without explaining **exactly what intervention/programme they were intending to introduce,** and **why it would be effective in the relevant setting.**



Deliverability

Stronger applications

- Provided clarity on exactly which organisation will deliver which part of the proposed project supported by **specific and relevant evidence** of their track record in delivering impact from **similar interventions**.
- Defined **specific and appropriate outcomes** that demonstrate a clear understanding of the ultimate goals of the project as well as the critical path of processes, practices and behaviours that need to be changed along the way.



Deliverability

Common weaknesses:

- Not setting out the track record of some providers.
- Providing vague information e.g. 'X provider has a great deal of experience in supporting schools and improving outcomes'
- Setting out vague measures to monitor progress e.g. 'improve % of pupils achieving GLD' **without defining a numerical target, or a date** by which they believe the improvement would be achieved.



Sustainability

Stronger applications

- Set out the evidence that the **type** of intervention proposed will lead to sustainable improvements;
- Included **robust plans** for ensuring that improvements would be sustained e.g. did not rely on the current cohort of staff;
- Identified specific **accountabilities** for sustaining improvements beyond the funded period, Set out robust plans for sustaining impact beyond the funded project, including for **embedding practices** and ensuring **clear accountabilities**.



Sustainability

Common weaknesses

- Identifying ways that their programme of work could **potentially** be sustained e.g. ‘upskilling the workforce and securing access to further training’, but not setting out a plan (including accountabilities) to ensure that it really happens;
- **‘Bolting on’** sustainability, instead of it being a visible thread throughout the programme of work;
- Citing a group/board as being accountable for sustaining improvement beyond the funded period, **without explaining their status, or the authority/levers at their disposal.**



Value for Money

Stronger applications

- Provided evidence of **specific steps** taken to keep costs to a minimum, with numerical costs savings achieved where appropriate;
- Set out an overall delivery model in **which investment was proportionate to the impact** to be achieved;
- Clearly explained the benefit that would be achieved from each line of expenditure.



Value for Money

Common weaknesses:

- Providing unclear or incomplete financial information e.g. the costs of all the delivery strands not adding up to the overall cost of delivery stated;
- Not explaining anomalies e.g. quoting a very high day rate for a specific provider without explaining why the rate is high, or what the applicant has done to try to reduce it.



Learning from successful applicants

- This is a demanding process – we will only fund high quality applications
- No application was perfect!
- But many applicants have put together high quality applications
- TSC can help put you in touch with successful applicants leading projects in a similar area to your interests

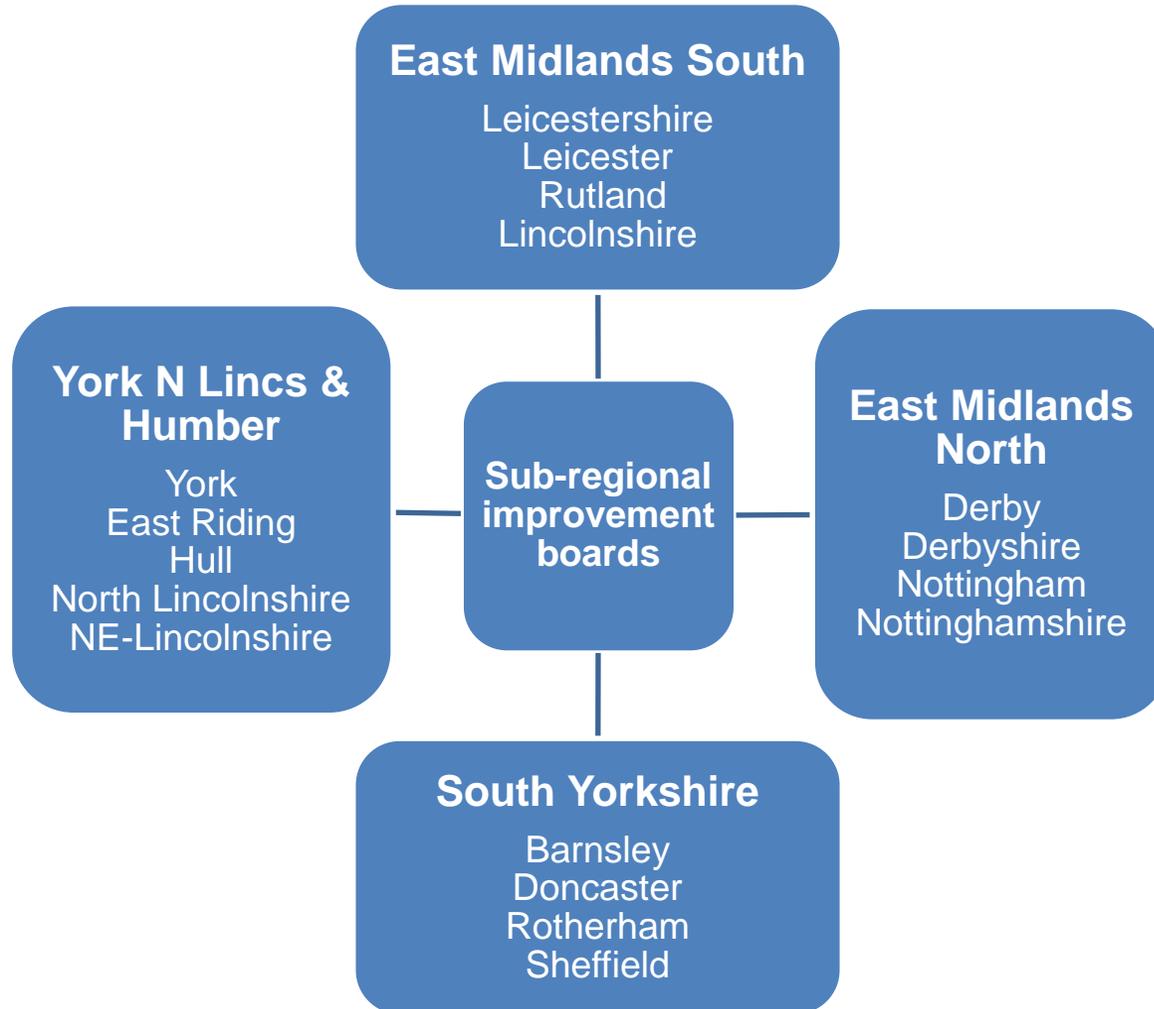


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R3 improvement priorities have been set for R3 by sub-regional improvement boards



Members

- Teaching School Council
- Local Authorities
- Diocesan Boards of Education
- Regional Schools Commissioner



East Midlands South - priorities for SSIF R3

Leicester

In schools with the greatest evidence of need in Leicester:

- Improve the percentage of pupils achieving a Good Level of Development in the EYFS
- Improve KS2 reading outcomes
- Improve KS4 outcomes with a focus on disadvantaged pupils.



East Midlands South - priorities for SSIF R3

Leicestershire

In schools with the greatest evidence of need in Leicestershire:

- Improve the percentage of pupils achieving at least expected level across all Early Learning Goals
- Improve KS1 outcomes in reading, writing and maths
- Improve KS2 reading progress
- Improve KS4 outcomes with a focus on disadvantaged pupils.



East Midlands South - priorities for SSIF R3

Rutland

In schools with the greatest evidence of need in Rutland:

- Improve outcomes for children eligible for pupil premium, including looked after and service children
- Improve progress, particularly for higher attaining pupils.



East Midlands South - priorities for SSIF R3

Lincolnshire

In schools with the greatest evidence of need in Lincolnshire:

- Improve the percentage of pupils achieving at least expected level across all Early Learning Goals
- Improve attainment of pupils in receipt of SEND support in the primary phase
- Improve KS1 and KS2 reading, writing and maths outcomes with a focus on disadvantaged pupils
- Improve KS4 outcomes with a focus on disadvantaged pupils.



East Midlands North - priorities for SSIF R3

Whole sub-regional priorities

In schools with the greatest evidence of need across the sub-region:

- Improving progress across all key stages in all subjects with a focus on vulnerable groups, disadvantaged pupils, boys and those on SEN support
- Developing inclusive practice and family engagement to support the outcomes, behaviour and wellbeing of disadvantaged and other vulnerable pupils, including children in care
- Improving communication, language and literacy development in the early years with a focus on disadvantaged pupils
- Improving transition across all phases, particularly for disadvantaged pupils



East Midlands North - priorities for SSIF R3

Derby

In schools with the greatest evidence of need across Derby:

- Improving KS4 outcomes with a focus on the progress of underachieving pupils, disadvantaged pupils and other vulnerable groups.
- Improving pupil outcomes by developing leadership capacity with a focus on middle leadership and governance.
- Improving the inclusion and achievement of pupils new to the English education system
- Improving outcomes for high and low prior attainment pupils from disadvantaged backgrounds in the primary phase



East Midlands North - priorities for SSIF R3

Derbyshire

In schools with the greatest evidence of need across Derbyshire:

- Improving outcomes in small and rural schools through developing leadership capacity
- Improving attainment in reading in the early years and phonics outcomes in Year 1 with a focus on vulnerable groups, disadvantaged pupils and those on SEN support
- Improving outcomes for higher attainers in school sixth forms



East Midlands North - priorities for SSIF R3

Nottingham

In schools with the greatest evidence of need across Nottingham:

- Improving outcomes for pupils excluded or at risk of exclusion, including a focus on pupils with SEND
- Improving numeracy outcomes at all key stages, particularly through the development of sustainable leadership and teaching capacity
- Improving the transition of pupils to and from secondary schools to reduce the attainment dip, particularly for disadvantaged pupils
- Improving outcomes in the secondary phase particularly for disadvantaged pupils



East Midlands North - priorities for SSIF R3

Nottinghamshire

In schools with the greatest evidence of need across Nottinghamshire:

- Improving outcomes for pupils excluded or at risk of exclusion, including a focus on pupils with SEND
- Improving numeracy outcomes at all key stages, particularly through the development of sustainable leadership and teaching capacity
- Improving the transition of pupils to and from secondary schools to reduce the attainment dip, particularly for disadvantaged pupils
- Improving outcomes in the secondary phase particularly for disadvantaged pupils



South Yorkshire- priorities for SSIF R3

Whole sub-regional priorities

In schools with the greatest evidence of need across the sub-region:

- Improving literacy outcomes throughout early years and the primary phase particularly for disadvantaged pupils
- Improving numeracy outcomes in the primary phase particularly for schools in the Doncaster Opportunity Area
- Building the capacity and quality of secondary schools in order to improve attainment and progress by the end of KS4
- Improving outcomes for targeted pupil groups through inclusive practice and curriculum that improve behaviour and reduce persistent absence and exclusion rates
- Improving outcomes for pupils eligible for pupil premium and those with SEND
- Improving the achievement of white disadvantaged pupils.



York, North Lincs & Humber priorities for SSIF R3

Whole sub-regional priorities

In schools with the greatest evidence of need across the sub-region:

- Closing the most significant gaps in outcomes between specific pupil groups and the rest, in schools in the sub-region where there is evidence of the greatest need, particularly:
 - literacy and numeracy outcomes for disadvantaged pupils across all key stages
 - outcomes for boys at KS4
 - outcomes for SEN support pupils
- Improving KS2 reading progress in schools in the sub-region where there is evidence of the greatest need



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Further help

- SSIF guidance, application form and completion guidance: <https://www.gov.uk/guidance/strategic-school-improvement-fund>
- General SSIF enquiries: ssif.enquiries@education.gov.uk
- Sub-regional improvement priorities: info@emsyh.org.uk
- Eligible schools list and maps: info@emsyh.org.uk

Please notify the Teaching School Council of your intention to apply by emailing

- TSC in East Midlands: Kate Mckenna kate.mckenna.associates@gmail.com
- TSC in South Yorkshire, York, North Lincs and Humber: Pat Dubas patdubas@hotmail.com



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