

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Kennet Valley C of E VA Primary School
Number of pupils in school	78
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	3 years
Date this statement was published	31.12.2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs Emma Russell
Pupil premium lead	Mrs Emma Russell
Governor / Trustee lead	Mrs Elizabeth Daley

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16045
Recovery premium funding allocation this academic year	£2000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£18045</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## Part A: Pupil premium strategy plan

### Statement of intent

At Kennet Valley it is our intention that all of our pupils, irrelevant of the challenges that they have or their backgrounds, to make good progress. This will mean that they achieve well across all areas of the curriculum. With this in mind our strategy for Pupil Premium is to support disadvantaged pupils so that they are able to achieve this goal as other children do. This is true of those who need more support and those who are already considered higher attaining.

Our vision and values statement are Curiosity, Compassion and Courage, and our strategy for disadvantaged pupils links with these. We want children to be able to leap hurdles in their learning and develop their curiosity as this will enable them to question the world around them, have courage to try work in all areas of the curriculum and to take risks in their learning and to have compassion for all other, while being offered compassion themselves. Our shared school ethos means that we work to ensure that all our children feel that they are treated the same as each other and that they have the same opportunities as their peers. We work to build the understanding in children that they can strive to have the same chances in life and that we will support them in these hopes and dreams.

Quality First Teaching (QFT), in all of our classrooms, is the centre of our strategy and approach. This means that we are able to focus on the children who require the most support and that are disadvantaged. QFT means "*is a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. Quality first teaching includes differentiated learning, strategies to support SEN pupils' learning in class, on-going formative assessment and many others*". [thirdspacelearning.com](http://thirdspacelearning.com)

Quality First Teacher is recognised as being essential when closing attainment gaps for disadvantaged pupils. We also recognise that it is essential that progress for all children, including disadvantaged pupils, is sustained, and for disadvantaged pupils improved so that they make the same progress as their non-disadvantaged peers.

As a school we have identified the challenges for vulnerable pupils such as attendance, access to high quality reading books (and support with reading at home), mental health concerns – especially post lockdown and with Covid – and pockets of poverty across the area. We also consider the needs of children who have a social worker and other external support at home. As a school, it is part of our ethos to support all children, and their families, regardless of whether they are disadvantaged or not.

As a school we use robust assessment to ensure that children are making good progress and to identify gaps in knowledge and understanding. We also provide children with 'live' feedback and marking which allows children to act on advice immediately. Having both continuous teacher assessments and data from assessments allows us to ensure disadvantaged pupils are challenged in all work that is given to them, that we are able to act promptly when a need is identified. While have a whole school ethos which means that the staff take responsibility for our disadvantaged and vulnerable pupils and their outcomes.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<p>Disadvantaged Pupils' current attendance data is 94% while their non-disadvantaged peers attendance is 95.8%</p> <p>We know as a school that some of our disadvantaged pupils or members of their families have mental health concerns, and this can affect the attendance of the pupils. Concerns in the family re the child's physical health of their child, particularly in the current covid-19 climate, has also had a negative effect on pupils' attendance, particularly for our disadvantaged children.</p>
2	<p>Reading for some families is not seen as a priority. This means that children reading is not heard at home throughout the week, and do not have access to the same quality and quantity of books as their peers. For some of our children they have no books to read at home apart from school books.</p> <p>Parental engagement has a huge effect on the lack of reading for some of our children - Current school reading data shows this – our disadvantaged children have read an average of 20 times at home since September, while non-disadvantaged pupils have read an average of 33.3 times at home in the same period.</p>
3	<p>Although Marlborough can be seen as a very affluent area of the country, there are many pockets of poverty in the local community, which affects some of our children and their families. This can mean that, without help and support, they are not able to access the same opportunities as some of their peers, such as educational or residential trips.</p> <p>These pockets of poverty can also lead families to be isolated within the community and lack of transport can also make this worse. This was particularly true during the recent lockdown and the community is still working hard to recover from this period of time.</p>
4	<p>We know as a school that our disadvantaged pupils can lack motivation when approaching different areas of the curriculum, than that of their peers. They have less resilience than non-disadvantaged pupils due to outside school pressures such as family concerns, family financial issues and self-belief or confidence.</p> <p>Although the EEF (Education Endowment Foundation) recognises that "it can be difficult to realise this impact in practice as such methods require pupils to take greater responsibility for their learning and develop their understanding of what is required to succeed", it is clear that our disadvantaged pupils need more support with their self-regulation and ability to challenge themselves. This is also recognised by the EEF, who state "There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies".</p> <p>Over the past year more of our disadvantaged pupils have had access to ELSA than our non-disadvantaged pupils with 42% of them needing this support in school, compared to 20.8% of non-disadvantaged.</p>
5	<p>The fundamental skills in maths are often not seen as a priority for some of our families which include those disadvantaged pupils. This means that these children often are not supported to practise skills such as times tables at home and homework is also not seen as a priority. At times this can link with the pockets of poverty in our area which mean that children cannot access high quality and appropriate resources at home.</p> <p>Current internal data shows that at this time only 14.3% of the disadvantaged pupils at ARE, while 33.6% non-disadvantaged pupils are currently at ARE (Age Related Expectations)</p>

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## Intended Outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Attendance	<p>Sustained high attendance from 2021/22 and 2022/23 demonstrated by:</p> <ul style="list-style-type: none"> <li>the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 0.5%</li> <li>the percentage of all pupils who are persistently absent does not increase and the figure among disadvantaged pupils being no more than 0.5% lower than their peers.</li> </ul>
Reading	<p>KS2 reading outcomes in 2021/22, 2022/23 and 2023/24 will show that more of disadvantaged our pupils met the expected standard and the gap has closed between them and non-disadvantaged pupils. Currently nationally 71% of non-disadvantaged pupils reached ARE at the end of Key Stage 2 (reading, writing and Maths) compared to 51% of disadvantaged pupils.</p> <p>In 2019 Key Stage 2 SATS data for school progress in reading was -3.9 – with this strategy reading data will improve for all, with the gap for disadvantaged and non-disadvantaged closing.</p> <p>As part of the school ethos the strategy will also improve the joy and love of reading for all pupils, irrelevant of background or challenges that they face. This will be monitored by increased reading across the school and with increased parental engagement.</p>
Pockets of Poverty	<p>All children will engage and have access to curricular and non-curricular activities and trips – both disadvantaged and non-disadvantaged pupils will have the same opportunities.</p> <p>Families will be supported so that their children can access opportunities outside of school as well as in school. We will continue to build relationships across the school community so that children and families do not feel isolated.</p>
Self-regulation	<p>Teachers will regularly use strategies to promote self-regulation and metacognition in the classroom so that children build a good understanding of these and are able to use them to aid learning.</p> <p>This will also help to build the self confidence in children as they will have a clear understanding of how they learn. This will also build motivation in the children enabling them to make greater progress and close the gaps with their peers.</p> <p>This will be assessed, and data will be gathered with pupil questionnaires and pupil's voice which may be linked to the Leuven scale.</p>
Maths – essential skills	<p>KS2 maths outcomes in coming years will show that more than 75% of disadvantaged pupils met the expected standard. These children will be as likely as non-disadvantaged pupils to achieve the expected standard in maths.</p> <p>Times table data strategies will also ensure that over 75% of all children, including disadvantaged pupils, will pass the Multiplication Tables Check in year 4.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £12,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Metacognition and self-regulation strategies used in classroom across school</p>	<p>This project will aim to support children to plan, monitor and evaluate their own learning.</p> <p>Evidence from EEF <a href="https://educationendowmentfoundation - metacognition-and-self-regulation">https://educationendowmentfoundation - metacognition-and-self-regulation</a></p> <p><i>“Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task”.</i></p> <p>This will be driven by CPD for staff. This is essential so that teachers and Teaching Assistants are able to use strategies themselves as well as teaching the pupils to use them.</p> <p>EEF – Key Findings - <i>“Professional development can be used to develop a mental model of metacognition and self-regulation, alongside an understanding of teaching metacognitive strategies”.</i></p> <p>There will be a clear monitoring cycle throughout the year, and this is linked to Objective 1 of the 2021/22 School Development Plan – <i>“School to continue to build on and ensure that Quality First Teaching is happening in all classrooms throughout the school, with quality CPD to support all staff, which will enable all learners to make more than expected progress”.</i></p> <p>School is also developing their feedback policy. This links with the EEF’s Teaching and Learning Toolkit</p> <p><i>“There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work”.</i></p>	<p>2, 4, 5</p>
<p>Direct teaching – High quality teaching All teachers use high quality teaching strategies</p>	<p>This project will aim to ensure that all children have access to high quality teaching from class teachers, enabling all children to make good progress.</p> <p>Evidence from EEF</p> <p><i>“The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</i></p> <p><i>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial. These are fundamental to learning and are the ‘bread and butter’ of effective teaching”.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/high-quality-teaching">https://educationendowmentfoundation.org.uk/high-quality-teaching</a></p>	<p>2, 4, 5</p>

	<p>Evidence of this from other sources</p> <p><i>“Quality first teaching is also described as the Wave 1 of the National Strategies’ three Waves of Intervention.</i></p> <p><i>Wave 1 – inclusive quality first teaching</i></p> <p><i>Wave 1 is about what should be on offer for all children: the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour”.</i></p> <p><a href="https://www.teachingexpertise.com/quality-first-teaching">https://www.teachingexpertise.com/quality-first-teaching</a></p> <p>This will also be driven by high quality feedback from teaching staff, as evidence shows that <i>“Providing feedback is a well-evidenced and has a high impact on learning outcomes”.</i></p> <p><a href="https://educationendowmentfoundation.org.uk/feedback">https://educationendowmentfoundation.org.uk/feedback</a></p> <p>As part of this project staff will have access to high quality Continual Professional Development – <i>“exceptional’ schools placed a great emphasis on building a shared understanding of the school’s model of pedagogy and its underpinning rationale. By ensuring that all development focused on identifying and removing barriers to learning and building a shared model of and language for teaching and learning, the extensive monitoring in ‘exceptional’ schools worked to build coherence for learners and develop a commitment to collective efficacy”.</i></p> <p><a href="https://www.marymyatt.com/blog/staff-development">https://www.marymyatt.com/blog/staff-development</a></p>	
<p>Children at a disadvantage will get access to the best teachers when needed</p>	<p>This project aims to secure high quality TAs to allow teachers to work with the children the most in need of high-quality teaching.</p> <p>Evidence of the importance of this is from the EEF</p> <p><i>“Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them ... Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.”</i></p> <p><a href="https://educationendowmentfoundation.org.uk/high-quality-teaching">Educationendowmentfoundation.org.uk/high-quality-teaching</a></p> <p>This will also focus on allowing teachers to work with the children who need it most, in particular disadvantaged children, rather than the Teaching Assistants supporting these children. The evidence of the importance of this strategy has published by the EEF.</p> <p><i>“The expectation should be that the needs of all pupils are addressed, first and foremost, through high quality classroom teaching. Schools should try and organise staff so that the pupils who struggle most have as much time with the teacher as others.”</i></p> <p><a href="https://educationendowmentfoundation.org.uk/teaching-assistants">educationendowmentfoundation.org.uk/teaching-assistants</a></p>	<p>1, 2, 4, 5</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub (Mobius) resources and CPD for Subject Leader, who will then disseminate this training across the staff.</p> <p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612123/Maths_guidance_KS_1_and_2.pdf">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p><a href="https://www.eef.org.uk/publications/improving-mathematics-in-key-stages-2-and-3">Improving Mathematics in Key Stages 2 and 3</a></p>	<p>4, 5</p>
<p>CPD – high quality CPD</p>	<p>The school will ensure that all staff, particularly teaching staff, have high quality Continous Professional Development. The importance of this is highlighted by Mary Myatt who states</p> <p><i>“This is what John Tomsett has to say about staff development: ‘In the last six years it has become plain to me that the quality of teacher learning is central to putting staff</i></p>	<p>2, 3, 4, 5</p>

	<p><i>first. Any teacher, at any stage of his or her career, has to accept, continuously, the professional obligation to improve his or her teaching. Period. And once the teacher has accepted that obligation, the school has to accept the responsibility of providing the very best teacher learning opportunities. School leaders cannot just wish teachers to improve their teaching. School leaders have to put their staff's learning needs first."</i></p> <p><i>'By contrast, 'exceptional' schools placed a great emphasis on building a shared understanding of the school's model of pedagogy and its underpinning rationale. By ensuring that all development focused on identifying and removing barriers to learning and building a shared model of and language for teaching and learning, the extensive monitoring in 'exceptional' schools worked to build coherence for learners and develop a commitment to collective efficacy.'</i></p> <p><a href="https://www.marymyatt.com/blog/staff-development">https://www.marymyatt.com/blog/staff-development</a></p> <p>Kennet Valley Primary School will ensure that staff development/CPD comes from a variety of sources, such as through the Local Authority and Educational Consultants, and by working with other schools.</p>	
Time for personal research	<p>This plans to allow staff to research aspects of school and the curriculum to ensure that they are improving the lives of all children, particularly those of children who are disadvantaged. This personal research will be carefully planned, allowing staff to develop a strong sense of professional curiosity.</p> <p>Mary Myatt states that <i>"When we go back to basics and to questioning everything, there is a danger that we might throw out good stuff as well as the dross. To overcome this, we need to undertake this work through the lens of careful curiosity. The aim is to create a distance where we can consider things dispassionately and truly consider what they might contribute in a way that makes sure that we really do sort the wheat from the chaff. There are a number of strands to the idea of careful curiosity. The first is to keep in mind what we are trying to achieve: to cut back on anything that gets in the way or takes up time from our core business. This means taking our time, because if we rush then we might just prune back things that would actually add value. We might slash too much, when actually what is needed is less hacking and more nuanced pruning back."</i></p> <p><a href="https://www.marymyatt.com/blog/careful-curiosity">https://www.marymyatt.com/blog/careful-curiosity</a></p> <p>Mary Myatt's research also highlights the importance of staff having a deep understanding of fewer strategies so that they can support children and help them to make excellent progress in class, irrelevant of their backgrounds.</p> <p><i>"Thoughtful leaders working to create the conditions for high challenge and low threat know that in order to make a difference they have to focus on fewer things in greater depth."</i></p> <p><a href="https://www.marymyatt.com/blog/fewer-things-in-greater-depth">https://www.marymyatt.com/blog/fewer-things-in-greater-depth</a></p>	2, 4, 5

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £3,500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA Specifically for self-regulation skills</p>	<p>This part of the project aims to ensure that all children have a clear understanding of and are able to self-regulate well in class and throughout the wider school.</p> <p><i>“Managing our feelings and emotions is vital, as our ability to do so can affect our lives in so many ways. Not only can it affect our physical, emotional and social wellbeing but also our academic achievement; research shows that young children with poor self-regulation skills tend to make less academic progress (McClelland et al., 2007).”</i></p> <p><a href="http://www.behaviourmatters.org.uk/helping-children-to-self-regulate/">www.behaviourmatters.org.uk/helping-children-to-self-regulate/</a></p> <p>The EEF’s research also supports the need for all children to have good self-regulation skills.</p> <p><i>“Self-regulatory skills can be defined as the ability of children to manage their own behaviour and aspects of their learning.”</i></p> <p><a href="http://educationendowmentfoundation.org.uk/self-regulation-strategies">educationendowmentfoundation.org.uk/self-regulation-strategies</a></p> <p>The school understand the importance of children being able to access high quality ELSA and other SEL activities, as this also supports their ability to build a good understanding of self-regulation skills and how to use them.</p> <p><i>“Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.”</i></p> <p><i>“Social and emotional learning approaches have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year”.</i></p> <p><i>“Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.”</i></p> <p><a href="http://Educationendowmentfoundation.org.uk/social-and-emotional-learning">Educationendowmentfoundation.org.uk/social-and-emotional-learning</a></p> <p>This is also supported by the DfE in their research</p> <p><i>“More successful schools were more likely to be using metacognitive/independent learning and peer learning strategies (although this relationship was only statistically significant in secondary schools)”.</i></p> <p><i>“Have an individualised approach to addressing barriers to learning and emotional support, at an early stage, rather than providing access to generic support and focusing on pupils nearing their end-of-key-stage assessments.”</i></p> <p><a href="http://Assets.publishing.service.gov.uk/Supporting_the_attainment_of_disadvantaged_pupils.pdf">Assets.publishing.service.gov.uk/Supporting_the_attainment_of_disadvantaged_pupils.pdf</a></p>	<p>1, 3, 4</p>
<p>Teachers working in structured intervention sessions (1-1)</p>	<p>This project aims to ensure that teachers have the planned time to work with disadvantaged learners on structured intervention sessions, as research shows that these children should have the greatest opportunities to work with teachers, while other children are supported by high quality Teaching Assistants.</p> <p>Evidence of this <a href="http://Educationendowmentfoundation.org.uk/high-quality-teaching">Educationendowmentfoundation.org.uk/high-quality-teaching</a></p>	<p>1, 2, 4, 5</p>

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £2,045.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improved Attendance	<p>This project is to ensure that the attendance of all children is improved and is at as high a level as possible.</p> <p>It is vital that there is a shared understanding of this across all staff and a clear knowledge of how to improve attendance. School leaders will ensure that strategies are developed to help children, and their families, to improve their attendance.</p> <p>This is emphasised by the DfE -</p> <p><i>“Offer a clear vision for attendance, underpinned by high expectations and core values, which are communicated to and understood by staff, pupils and families.</i></p> <p><i>Make sure staff, pupils and families understand that absence from school is a potential safeguarding risk and understand their role in keeping children safe.”</i></p> <p><a href="http://www.gov.uk/school-attendance/framework-for-securing-full-attendance">www.gov.uk/school-attendance/framework-for-securing-full-attendance</a></p> <p>Strategies will include breakfast club and after school club fees being funded, so that children can access these, helping with transport, accessing support from EWO and safeguarding services and ESA (Early Support Assessment)</p>	1 - 5

**Total budgeted cost: £18,045.00**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

As there was not external assessments in 2020/2021, we have used internal assessments. These suggested that the performance of disadvantaged pupils was lower than their peers in key areas of the curriculum. We believe that the reasons for these outcomes' points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees – as the education was disrupted for many children, even if they were able to come into school. As evidenced in schools across the country, school closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree we had intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy and BBC Bitesize

Our assessments and observations indicated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan

### Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
PUMA <a href="http://www.risingstars-uk.com/assessment/rising-stars-puma">www.risingstars-uk.com/assessment/rising-stars-puma</a>	Rising Stars Hodder Education
PIRA <a href="http://www.risingstars-uk.com/assessment/rising-stars-pira">www.risingstars-uk.com/assessment/rising-stars-pira</a>	Rising Stars Hodder Education