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Pupil Premium

A Governor Perspective...

Activity: what do you spend your
Pupil Premium Grant on?

Our key questions

- ▶ What is it and how much do we get?
- ▶ Who decides how the money should be spent?
- ▶ Who is accountable for how it is spent?
- ▶ What should be on the website?
- ▶ What works?
- ▶ What questions should governors ask and what evidence should they look for?

What is it (for)?

- ▶ The Pupil Premium Grant introduced in 2011 for:
 - ▶ children eligible for free school meals
 - ▶ looked after children
 - ▶ children whose parents serve in the armed forces

- ▶ Its purpose: to close the attainment gap between these groups and their peers

- ▶ National spend 2011-2017: £12+ billion

How much do you get?

- ▶ Grant Allocated for the financial year but normally spent over the academic year (transferred to the LA/academy quarterly)

For 2018-19:

- | | |
|---|-----------------|
| ▶ Primary: Ever 6 Free School Meals | £1320 per pupil |
| ▶ Secondary: Ever 6 Free School Meals | £935 per pupil |
| ▶ Looked-after Children (LAC) (PP Plus) | £2300 per pupil |
| ▶ Ever 6 Service Children | £300 per pupil |

Questions

- ▶ Do you know how many Pupil Premium children you have in your school?
- ▶ Do you know how much money your school has received to support these students for this academic year?

Who decides how the money should be spent?

- ▶ The School!

The money is not ringfenced and does not have to be spent on the individual child*

Maintained schools: Virtual Head oversees allocation of PP Plus, through TPEP (Termly Personal Education Plan)

*... but the attainment of your PP children (overall) **MUST** improve!

Questions

- ▶ Do you know what your Pupil Premium children attained / achieved last year?
- ▶ Do you know what they are attaining / achieving this year?

Who is accountable for how its spent?

► Governance:

Use of the pupil premium

163. Inspectors will gather evidence about the use of the pupil premium in relation to the following key issues:

- the level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years⁵⁶
- how leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact
- any differences made to the learning and progress of disadvantaged pupils as shown by outcomes data and inspection evidence.

► Grade Descriptors for the effectiveness of leadership and management

- Governors systematically challenge senior leaders so that the effective deployment of staff and resources, including the pupil premium, the primary PE and sport premium, Year 7 literacy and numeracy catch-up premium and special educational needs funding, secures excellent outcomes for pupils. Governors do not shy away from challenging leaders about variations in outcomes for pupil groups and between disadvantaged and other pupils nationally.

Questions

- ▶ Do you know what ‘other pupils nationally’ achieved last year?
- ▶ (Do you know what Pupil Premium pupils achieved nationally last year?)

National figures for 'other' pupils


Primary Aspect	'other' pupils nationally (non-disadvantaged)
Progress - Reading	0.3
Progress - Writing	0.2
Progress - Maths	0.3
% Expected Standard R,W,M combined	70%

Secondary Aspect	'other' pupils nationally (non-disadvantaged)
Progress 8	0.13
EM match-up (grade 4/5)	71.5% / 50.1%
Ebacc (grade 4/5)	28.5% / 20.2%
Open basket	0.12
Staying in education or employment	96%

What should be on the website?

- Schools must publish their strategy for using their Pupil Premium Grant on their website

Pupil premium strategy statement: Horizon Community College 2018-19



1. Summary information		Horizon Community College	
School	2018-19	Total PP budget (estimate)	Approx £627,000
Academic Year	1975	Number of pupils eligible for PP	645
Total number of pupils		Date of most recent PP Review	Half termly review of provision and progress
		Date for next internal review of this strategy	

2. Achievement - Year 11		Pupils eligible for PP (2018/19 - 85 students) (Validated)		Pupils eligible for PP (2017/18 - 124 students) (Unvalidated)		Pupils not eligible for PP (National averages - 2017)	
% achieving EM Match-up (at 4 and 5)	36.5% / 18.8%	39.5% / 18.5%	82.9% / 29.4%	50% (at 5)	AP5 = 4.39	+0.13	50
Standard pass = 15.3%		AP5 = 2.85	AP5 = 3.23	-0.83			
Strong pass = 14.1%		-0.27	-0.83	48.34			
Ebac measure	-0.03	35.89					
Progress 8 score average	39.43						
Attainment 8 score average							

Proposed expenditure

Desired outcome	Chosen action / approach	Intended impact	Actual impact:	Successes and lessons learned	Actual Cost
A sustainable positive Progress figure across all Ebacc subjects (and especially in English and Maths) for 111 students eligible for PP	<ul style="list-style-type: none"> Smaller average group sizes in English and Maths Revised T&L policy in place. Focused on the 5 Es Disadvantaged First learning strategy launched and driven (all years) Boys teaching strategy launched and driven Kagan Cooperative Learning strategies embedded "Basket" focused Progress meetings (Y10 and 11) Literacy and Numeracy strategies in place and driven across college EEF strategy audit completed and used to refine aspects of T&L policy 	<ul style="list-style-type: none"> Ebac PP P8 = 0 or above English PP P8 = 0 or above Maths PP P8 = 0 or above 	<ul style="list-style-type: none"> Ebac PP P8 = -0.54 (unvalidated) English PP P8 = -0.23 (unvalidated) Maths PP P8 = -0.22 (unvalidated) 	<ul style="list-style-type: none"> PP students struggled with the demands of the revised GCSE qualifications (Science, Humanities, MFL) Lessons learned from year one enabled big improvements to be made across English and Maths Challenge needs to be individualised, whilst numeracy and literacy skills need driving across (the appropriate subjects in) college. 	£277,000

Joseph Locke Primary School has 36% of children eligible for Pupil Premium funding 2018-2019

Current allocation

In the current school year, Joseph Locke Primary School receive £222,660 in Pupil Premium funding.

Main barriers to educational achievement

28% of children are eligible for Free School Meals (FSM) compared to 24.3% nationally.

26.6% of children have English as an additional language (EAL) compared to 20.7% nationally.

Poor attendance and punctuality

Low attainment on entry

Lack of parental interest or engagement

"Learning" environments

Learning to achieve greater depth of progress.

Start to the day.

After school activities.

Vulnerable families.

Programme to support optimal social and emotional development of vulnerable families.

"catch-up" reading.

Pupil Premium 2018/19 Proposed Summary of Expenditure		How will we measure the effectiveness?	
Booster teacher 2 days a week	£10,577	Monitoring timetable including observations, book scrutinies	Termly data analysis
Maths specialist in KS2	£17,318	Pupil Progress meetings	Termly data analysis
HLTA KS1 interventions	£29,683	Monitoring timetable including observations, book scrutinies	Termly data analysis
Assistant Headteachers out of class	£27,716	Monitoring timetable including observations, book scrutinies	Termly data analysis
After School Boosters Breakfast Club	£5,556	Pupil progress meetings	Measure the progress of children who attend the intervention in progress
Patrols (equipment, uniform and programme)	£16,979	Attendance officer	All children are able to access a variety of extra curricular activities and interventions as a result of Pupil Premium funding
Attendance officer	£8,702	Education Welfare Officer	Improvement of attendance and punctuality with target
Reading mentors	£39,367	Reading mentors	Timely assessments through Thrive programme
Cost expenditure	£101,439		Accelerated progress for children who receive reading intervention.
Pupil Premium Allocation 18/19 @ April 2018	£222,660		Measured termly by literacy lead and during pupil progress meetings.
Balance Overhead	£27,543		

Questions

- ▶ Do you have a Pupil Premium Strategy published on your website?
- ▶ What are your priorities and why?

Questions

- ▶ Is our current Strategy having an impact - how do you know?

Activity: what works – the most effective strategies?

Rank order what you think are the most successful strategies in helping to close / narrow / diminish the gap between Pupil Premium and Other pupils nationally:

Early years intervention	Mentoring	1-1 tuition
Homework (Primary)	Homework (Secondary)	Reading strategies
Feedback	Parental engagement	Collaborative learning

What works - the most effective strategies?

moderate Early years intervention +5 mths	moderate Mentoring 0 mths	high cost 1-1 tuition +5 mths
cheap Homework (Primary) +2 mths	cheap Homework (Secondary) +5 mths	cheap Reading strategies +6 mths
cheap Feedback +8 mths	moderate Parental engagement +3 mths	cheap Collaborative learning +5 mths

What works?

Teaching and Learning Toolkit

An accessible summary of the international evidence on teaching 5-16 year-olds

Filter Toolkit

Filter results by keywords



Reset

Download Toolkit

Toolkit Strand ^

Cost ^

Evidence Strength ^

Impact (months) ^

Arts participation

Low impact for low cost, based on moderate evidence.



+2

Aspiration interventions

Very low or no impact for moderate cost, based on very limited evidence.



0

Behaviour interventions

Moderate impact for moderate cost, based on extensive evidence.



+3

Block scheduling

Very low or no impact for very low cost, based on limited evidence.



0

Built environment

Very low or no impact for low cost, based on very limited evidence.



0

What the research says...

1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.



2. Addressing behaviour and attendance: Schools ensure effective behaviour strategies are in place, respond quickly to poor attendance and provide strong social and emotional support, including through working with families.



3. High quality teaching for all: Schools emphasise 'quality teaching first' and provide consistently high standards by setting expectations, monitoring performance and sharing best practice.



4. Meeting individual learning needs: Staff identify each pupil's challenges and interests. They seek the best strategies to help each pupil make the next step in his or her learning. Schools provide individual support for specific learning needs and group support for pupils with similar needs.



5. Deploying staff effectively: Schools devolve responsibility to frontline staff, use their best teachers to work with pupils who need the most support and train teaching assistants to support pupils' learning.



6. Data driven and responding to evidence: Teachers use data to identify pupils' learning needs, review progress every few weeks and address underperformance quickly. They have manageable Assessment for Learning systems, which provide clear feedback for pupils. Schools use evidence to make decisions about their support strategies.



7. Clear, responsive leadership: Senior leaders set ever higher aspirations and lead by example. They hold all staff accountable for raising attainment, rather than accepting low aspirations and variable performance. They share their thinking and invest in staff training.



Feedback: what works for your students in your school?

- ▶ Additional non-teaching teach - to drive attendance
- ▶ Financial support for trips / residential
- ▶ Additional teaching staff - to enable smaller group sizes
- ▶ Enrichment activities (visiting poets etc...)
- ▶ Individual strategies (eg taxis / alarm clocks)
- ▶ Additional teaching assistants - to target PP pupil progress
- ▶ Curriculum support (eg Accelerated Reader)

What questions should governors ask?

- ▶ How many PP pupils do you have and how much money does the school receive to support them?
- ▶ What are the main barriers for this group of pupils?
- ▶ What is the school doing to raise their attainment /achievement?
- ▶ Who is responsible for the attainment / achievement of these pupils?
- ▶ What impact are these strategies having - how do you know?

Useful reading

- ▶ <https://www.theschoolrun.com/pupil-premium-explained>
- ▶ <https://www.gov.uk/guidance/pupil-premium-information-for-schools-and-alternative-provision-settings>
- ▶ <https://educationendowmentfoundation.org.uk/>
- ▶ <https://www.tes.com/news/25-low-cost-ways-spend-pupil-premium-and-maximise-impact-austerity-bites>
- ▶ <https://schoolsimprovement.net/guest-post-marc-rowlands-32-pupil-premium-ideas-magpie/>
- ▶ <https://www.compare-school-performance.service.gov.uk/publication-timetable>
- ▶ <http://tscouncil.org.uk/resources/guide-to-effective-pupil-premium-review/>