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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	ol Meals	£1320	per	pupi
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Secondary: Ever 6 Free Schoo	l Meals £935	per pupil
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Looked-after Children (LAC) (PP Plus) £2300 per pupil

► Ever 6 Service Children £300 per pupil

▶ 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!

▶ 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.

▶ Do you know what 'other pupils nationally' achieved last year?

► (Do you know what Pupil Premium pupils achieved nationally last year?)

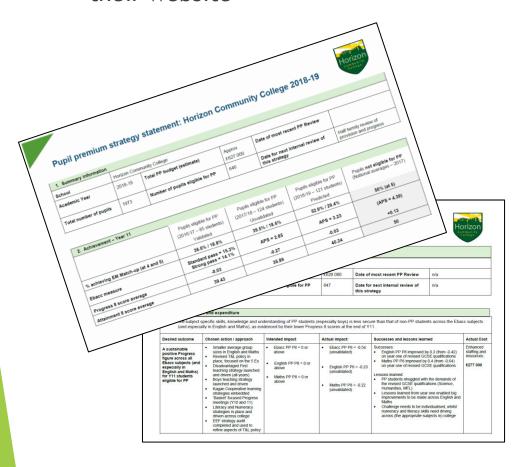
National figures for 'other' pupils

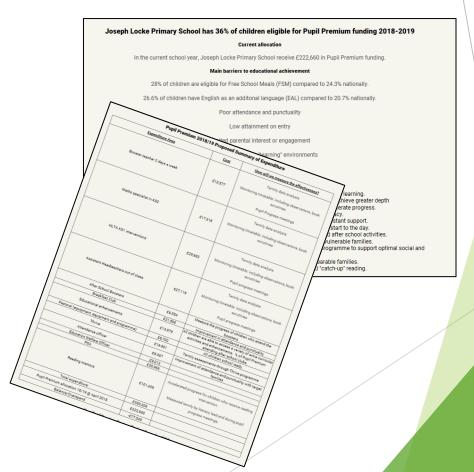
Primary Aspect	'other' pupils nationally (non-disadvantaged)
Progress - Reading	0.3
Progress - Writing	0.2
Progress - Maths	0.3
% Expected Standard R,W,M combined	70%

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





▶ Do you have a Pupil Premium Strategy published on your website?

► What are your priorities and why?

► 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

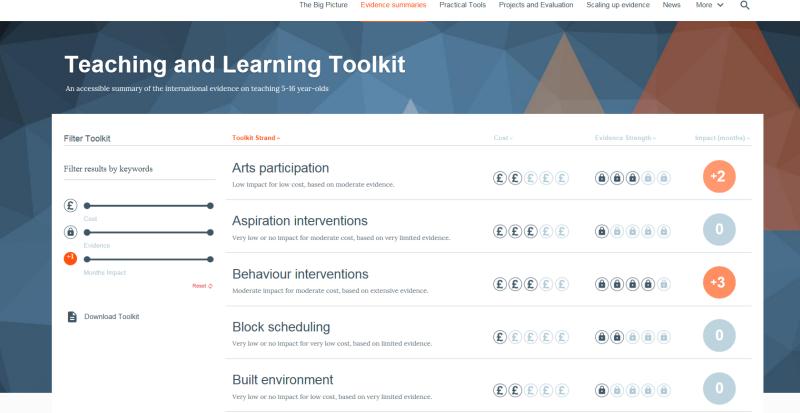
What works - the most effective strategies?

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



What works?





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 / residentials
- 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/