Effective pupil premium reviews
A guide developed by the Teaching Schools Council

May 2016
# Contents

Ministerial foreword 4  
Teaching Schools Council foreword 5  
About this guide 6  
Who is this guide for? 7  
Who leads a pupil premium review? 8  
What about small schools with limited budgets? 9  
Reviewing pupil premium across a multi-academy trust or federation 9  
What role do local governing boards play in pupil premium reviews? 9  
Taking an evidence-based approach 10  
What does the research tell us? 10  
The pupil premium review framework 11  
Step one: planning and preparation (1/2 day) 12  
Step two: self-evaluation (1 day) 12  
Step three: school visit (1 day) 13  
Step four: analysis and challenge (1/2 day) 13  
Step five: action plan (1/2 day) 14  
Step six: follow-up visit (1/2 day) 14  
Annex 1: Planning and preparation template 15  
Annex 2: Self-evaluation and the pupil premium strategy statement 18  
Annex 2a: Self-evaluation 19  
Annex 2b: Illustration of self-evaluation 20  
Annex 2c: Pupil premium strategy statement (primary) 21  
Annex 2d: Pupil premium strategy statement (secondary) 21  
Annex 3: School visit template 27  
Annex 4a: Action plan template (1 of 2) 33  
Annex 4a: Action plan template (2 of 2) 35  
Annex 5: Useful links and resources 36  
Annex 6: Effective practice case studies 38  
Case study one: Pupil premium review following an Ofsted inspection 39  
Case study two: Pupil premium review in a secondary school 41  
Case study three: undertaking a self-review of pupil premium expenditure 43
Reflection: Conducting pupil premium reviews in special schools

Reflection: Conducting an early years pupil premium review in an early years setting

Effective practice: Use of the service pupil premium

Effective practice: Pupil premium for adopted children

Annex 7: Pupil premium reviewer training materials and support
Ministerial foreword

The Department for Education’s recent White Paper makes clear our commitment to achieving educational excellence everywhere, so that all pupils are able to realise their potential irrespective of their background. Our introduction of the pupil premium in the last Parliament was an important step towards this aim, as part of far-reaching reforms that place high expectations at the heart of our school system. It is helping to raise the performance of the most disadvantaged children with around £2.5 billion of additional spending each year.

The Department’s pupil premium awards have shone a spotlight on the innovative and effective ways hardworking teachers and school leaders are using the pupil premium to extend opportunity for pupils who lack the advantages most of us take for granted. They are overturning generations of stereotyping and demonstrating that what a pupil’s family does or where they are born should not predetermine their chances in life. At a national level, however, too many disadvantaged pupils still fall behind their better-off peers at school and fail to achieve their potential in later life.

Our commitment to maintain pupil premium rates for the rest of this parliament recognises the work of the best schools, where all pupils achieve well regardless of background. The challenge of the next four years is to replicate this success everywhere. After five years of building the evidence base on what works with the pupil premium we now need all schools to achieve greater and wider impact with the funding they receive. The pupil premium review is a powerful tool to help schools deliver this improvement. I am delighted therefore that the Teaching Schools Council with the NCTL is taking the opportunity to update this valuable Guide to effective pupil premium reviews.

The schools that are most successful at raising the attainment of their disadvantaged pupils differ in many ways but share certain important characteristics – their approaches to using pupil premium are strategic, evidence-based, ambitious and built on an ethos of high quality teaching for all. I would encourage all schools to adopt a culture of regularly reviewing the effectiveness of their pupil premium strategy, drawing on the expertise of a pupil premium reviewer. The review process should feed into a refreshed pupil premium strategy and this Guide includes a model framework that supports schools to set out the barriers to learning for their disadvantaged pupils, the most appropriate evidence-based interventions, and how they will measure the impact of their chosen interventions. Schools learn best from each other so the strategy should be shared on each school’s website.

Reviewers are used to advising schools on how to tackle low achievement; this updated Guide asks reviewers to ensure the needs of all disadvantaged pupils are supported. This includes the highly able, who often lose traction during secondary school, and adopted children, who we know from correspondence received by the Department do not always receive the support they require. Reviews will also remind schools of the potential benefits of whole school approaches, which can have a significant impact on raising standards for disadvantaged pupils.
All schools with disadvantaged pupils stand to benefit from a fresh perspective on their pupil premium strategy. I hope that pupil premium reviews will become a standard part of every school’s self-improvement cycle. This Guide is a key to unlocking the latent ability in all schools to raise the attainment of all pupils and to provide pupils eligible for the pupil premium with the kind of start in life that will lead to good prospects, sustained employment and a secure future.

Sam Gyimah
Minister for Childcare and Education

Teaching Schools Council foreword

Good education systems do well by most children and great ones are particularly successful in securing successful outcomes for all children.

We hope that this new edition of the Guide to Effective Pupil Premium Reviews will support system leaders and schools in making effective use of the pupil premium to raise standards for all disadvantaged pupils so they are able to achieve their full potential. We see the development of an inclusive school-led system, characterised by excellence and equity, as a vital enabler of purposeful collaboration which leads to improved outcomes for all young people.

The Teaching Schools Council is delighted to have worked with colleagues from the Department for Education (DfE), the National College for Teaching and Leadership (NCTL) and Education Endowment Foundation (EEF) to produce this revised Guide to Effective Pupil Premium Reviews.

We are particularly indebted to the three original pupil premium ‘champion’ teaching schools who piloted some of these materials, and to Sir John Dunford, whose practical support and passionate advocacy of all young people’s entitlement to outstanding provision has inspired us all.

We hope that you will find it helpful as you work towards making the most of pupil premium in your own school and beyond.

Gary Holden
Chair of the Teaching Schools Council
About this guide

This guide updates the document published by the Teaching Schools Council in November 2014. It offers a rigorous six-step framework, tested by reviewers across the country, that enables reviewers and schools to be confident of making the most of a pupil premium review, and so find the best ways to raise the attainment of their disadvantaged pupils.

The guide and framework draw on the expertise of experienced and successful system leaders who currently undertake reviews. The six step framework, which has led to the development of effective and sustainable pupil premium strategies, also reflects the experience of Sir John Dunford, an acknowledged expert in this field. The guide includes case studies that present this approach in a range of school contexts.

The guide will help schools to create a coherent and responsive pupil premium strategy that supports all disadvantaged pupils to reach their potential.

Greater impact with pupil premium funding

The purpose of a pupil premium review is to use an evidence-based approach to assess the effectiveness of a school’s pupil premium strategy, and identify how it might be improved to make greater impact with the funding. This will normally involve adjusting the way the funding is used, with greater attention to approaches that have been proved to be effective elsewhere, improving the delivery of existing approaches or targeting them more specifically to the identified needs of pupils in the school.

Over the last five years the pupil premium has supported schools to rethink the way they raise standards for disadvantaged pupils. We all know time is short for disadvantaged pupils in our schools to realise their potential, so it is more vital than ever that the decisions about using the funding are part of an effective strategy. We know that high standards for disadvantaged pupils are possible, as pupil premium award winners, system leaders and high achieving schools demonstrate every year.

Developing a pupil premium strategy

From September 2016, as well as publishing the amount of their allocation from the pupil premium grant, maintained schools will be required to publish their pupil premium strategy online, detailing how they intend to spend their allocation to address barriers to learning and the rationale behind the school’s decisions. A template has been created to support all schools in developing and presenting their strategy (see annex 2). Completed examples can be found on the Teaching School Council website. It may also be a useful tool to support planning and analysis during the pupil premium review process.

There is no requirement for schools to publish information about how they spend the early years pupil premium (EYPP), however it would be helpful if schools with nurseries also consider how they will use the EYPP when developing their pupil premium strategy.
Who is this guide for?

A pupil premium review should be led by an experienced, independent system leader with a track record in improving outcomes for disadvantaged pupils. Accordingly this advice will be useful to:

- **Leaders of schools that have been recommended to commission a review** by Ofsted, a regional schools commissioner (RSC), the Department for Education (DfE), a local authority, sponsor trust, diocese or other relevant body.
- **Leaders of schools looking to commission a review to support their own improvement.**
- **Pupil premium reviewers;** including teaching school leaders, national leaders of education (NLE) and specialist leaders of education (SLE).
- **The governing boards of academy trusts and maintained schools, local authorities, academy sponsors and RSCs** as part of their roles in challenging and supporting schools performance for disadvantaged pupils.

In addition to schools carrying out a pupil premium review, this guide will also be of interest to leaders of schools carrying out their own self-evaluation, as illustrated in the case study on page 42.

**When should schools commission a review?**

Schools should consider how a pupil premium review best fits with their on-going cycle of improvement to identify when they would most benefit from the fresh perspective of an experienced system leader. A review will be a priority for any school where disadvantaged pupils are failing to progress to their expected attainment. All schools, however, should find that a reviewer will offer new approaches or improve the implementation of existing strategies.

Ofsted will recommend that schools commission a review if, as a result of a section 5 inspection, it identifies specific issues regarding the provision for disadvantaged pupils.

In some cases, the DfE, an RSC, local authority, or the organisation involved in running the school, academy or free school may recommend that a review is commissioned if there are concerns about the attainment of the school’s disadvantaged pupils.

Where a school receives a review recommendation because of such concerns it is important that action is taken promptly – schools should start the process of commissioning a review within two weeks and should aim to complete it within eight weeks.

Where appropriate, schools may also consider including the early years pupil premium when they commission pupil premium reviews.
Who leads a pupil premium review?

The National College for Teaching and Leadership (NCTL) designates system leaders as pupil premium reviewers. Reviewers have a track record in making a difference with disadvantaged pupils. These system leaders are responsible for the delivery of an effective review, and will usually hold an initial discussion with the head teacher of the commissioning school. Beyond this, reviewers may deploy other members of their leadership team with expertise in this area, including middle leaders and SLEs, to lead aspects of the review.

NCTL maintains an online directory that schools can use to identify a designated reviewer. Schools that are unable to find a reviewer through the online directory can seek help by contacting an experienced leader from a school or academy in their region with experience in this area, such as a pupil premium champion teaching school, a pupil premium award winner¹, or from another organisation that provides school improvement support.

In all cases, schools will wish to make sure that the reviewer can provide recent evidence of having improved the achievement of disadvantaged pupils in schools that they have either led or supported closely. For further information see the pupil premium review pages on GOV.uk.

How long does a pupil premium review take?

An effective pupil premium review will usually take between two and four days. This includes a day spent by the supported school undertaking self-evaluation, and a half-day follow-up visit. Reviewed schools have attested to the value of further follow-up visits later in the year, once changes have had time to bed in.

Who pays for the external review and how much will it cost?

Commissioning schools or academy trusts pay for their pupil premium review. The cost is a matter for agreement between the reviewer and the commissioning school / academy trust, but should reflect the amount of time involved in the review. There is no set cost for a review and the DfE and NCTL have no set day rates for system leaders, but as a guide day rates should reflect pay and expenses for a senior leader or headteacher, including the costs incurred by their school to release them. A typical day rate for a system leader is currently between £300 and £500. At the end of the review the school will have an improved strategy and plans to implement it. Any support beyond the initial review will need to be funded separately; as a partnership between commissioning school and

¹ http://www.pupilpremiumawards.co.uk/ppawards2014
http://www.pupilpremiumawards.co.uk/ppawards2016/2015
reviewing school can develop it may be possible to agree quid pro quos or other ways of sharing resources.

What about small schools with limited budgets?

Reviews of groups of schools can lead to the possibility of ongoing peer support networks. Heads of small schools who are looking to commission a review might speak to other local heads to see if a joint review could work for them.

Reviewing pupil premium across a multi-academy trust or federation

A review of pupil premium across all the schools in a MAT or federation would be managed differently from an external review of a single school. The starting point would be to use this guidance to carry out self-reviews across the MAT/federation; this could be followed by input from an experienced external reviewer.

What role do local governing boards play in pupil premium reviews?

School governing boards and the board of trustees of multi-academy trusts, have a crucial role to play in providing constructive challenge to a school’s pupil premium strategy, in line with their three core functions². Sometimes schools are asked to commission an external review of governance, often carried out by a national leader of governance (NLG), alongside a pupil premium review. The reviews should be commissioned from separate specialist reviewers, though schools may wish to ensure collaborative working between the reviewers. System leaders undertaking these different reviews should discuss with each other and the school how they will provide consistent advice and support. In some cases, it may be possible to identify a reviewer for each review from the same school or within the same teaching school alliance.

Taking an evidence-based approach

Whilst it is true that each school is unique, it is equally true that outstanding teaching and leadership and a relentless focus on improvement will make a real difference - whatever the context, or degree of challenge facing a school.

We know this because there is compelling evidence which demonstrates that high quality teaching and leadership are vital in raising attainment. We also know that schools that are most effective in improving outcomes for disadvantaged pupils always use evidence about what makes a real difference to change their practice.

What does the research tell us?

There is more and more evidence that schools can and do achieve greater impact from the pupil premium. The Education Endowment Foundation (EEF) Teaching and Learning Toolkit provides an accessible summary of this emerging evidence and their helpful ‘Families of Schools’ tool enables schools with similar intakes to learn about success from each other. The National Foundation for Educational Research (NFER) has published research into the practice of schools that are successful in raising the attainment of disadvantaged pupils, as well as those which aren’t so successful. This research identified seven building blocks of success common to the most effective schools. The approaches employed by these schools include a whole-school approach to quality first teaching, which sets high aspirations for all pupils.

Effective schools also recognise that disadvantaged pupils are not a homogenous group and employ targeted approaches for groups or individuals facing particular barriers. For example, whilst the pupil premium has focused many schools’ attention on raising the attainment of low performing pupils, more able disadvantaged pupils are at risk of underachievement too. Analysis by the Sutton Trust shows that many disadvantaged pupils who are high performing at key stage 2 fall badly behind their peers by key stage 4. This underachievement is also reflected in the low proportions of disadvantaged pupils progressing to higher ranked universities after key stage 5. Ofsted has highlighted a lack of support for more able disadvantaged pupils, particularly during key stage 3, as an area that many schools need to address. Other groups of pupils that schools may not have focused on within their overall strategy include looked after children, children adopted from care or service children.

All these groups may have similar challenges, yet research shows that identifying each individual’s barriers to learning is the key to success with the pupil premium.

4 http://www.suttontrust.com/researcharchive/missing-talent/
5 https://www.gov.uk/government/publications/key-stage-3-the-wasted-years
The pupil premium review framework

The framework below sets out a six-step process and the approximate amount of time needed. Each step is explained in more detail in the next section and reviewers and school leaders may find the templates for the first five steps (annexes 1 to 4) helpful in proceeding with the review.

Planning & Preparation

The reviewer should research the school’s pupil premium strategy, analyse school data and Ofsted reports, speak to the head, agree and share an itinerary for the visit, and understand the school profile and the amount of pupil premium funding.

Self-evaluation

Before the arrival of the reviewer, the school being reviewed should identify any approaches which might improve outcomes for disadvantaged pupils and evaluate the impact of their existing strategy. The reviewer and the head of the supported school should share and discuss the findings ahead of, or during the school visit.

School visit

The reviewer should visit the school, taking an evidence-based approach to reviewing the self-evaluation, chosen strategy and its impact. Reviewers will wish to speak to pupils as well as those with responsibility for improving outcomes including: the headteacher, chair of governors, the governor responsible for the pupil premium, subject leaders for English and maths, the SENCO and parents/carers.

Analysis & Challenge

The reviewer might undertake a more detailed analysis of the strategy selection and evaluation and draw on evidence to ask: What is going well / could be better? Is there clarity around the barriers to learning, desired outcomes and success criteria? Has there been an evaluation of current strategy, how well have the approaches been implemented and could better approaches be used?

Action plan

The reviewer should draw up an action plan, to include a clear executive summary and a list of actions which will improve the school’s strategy for pupil premium funding and impact positively on outcomes for disadvantaged pupils. The plan should build on the school’s self-evaluation, and identify clear milestones, responsible individuals, success criteria and accountabilities.

2-6 months later

Follow up visit

The reviewer should carry out a follow-up visit. This is an opportunity for the reviewer and school to evaluate the progress made and the emerging evidence of impact. The reviewer and school may adapt the plan accordingly, to ensure that the school’s strategy is as effective as possible.
Step one: planning and preparation (1/2 day)

Experienced reviewers have found that their reviews have been most effective when they have spent some time planning and preparing before visiting the school. Typically, effective reviews include around half a day’s planning and preparation time, during which the reviewer develops a better understanding of the context of the school they are reviewing, its pupil premium profile and the specific challenges it faces in improving outcomes for disadvantaged pupils.

Much of this understanding can be derived from a review of evidence sources to establish the current position of the school. These sources include the pupil premium strategy, which should be published on the school’s website, the school’s performance data and Ofsted reports. Scrutiny of these sources has helped reviewers to identify areas of strength and weakness at the school, and informs areas to focus on during the visit.

Once this initial picture has been formed, a discussion with the headteacher of the school being reviewed is helpful to enable both parties to check their understanding, fill any gaps in knowledge and ask any questions they may have.

This discussion will also enable the reviewer and headteacher to agree an itinerary for the school visit and ensure that the right people will be at school on the day of the visit. For example, when reviewing a school where mathematics outcomes for disadvantaged pupils are significantly better than English, reviewers will want to understand more about the effective practice that is leading to this stronger performance, and which aspects might be shared more widely across the school. It will therefore be important, to ensure that the right individuals are available on the day of the school visit.

Reviewers may find the planning and preparation template (annex 1) a useful aid during this step.

Step two: self-evaluation (1 day)

Schools that have commissioned a review will find carrying out some form of self-evaluation before the visit will enable them to have a detailed and constructive discussion during the review. By closely scrutinising their current strategy, the implementation of specific approaches and considering the evidence and impact of the approaches they are taking schools can play an active role in their review. Schools that have commissioned a review should expect to spend around a day on this step before the independent reviewer’s visit.

The template at annex 2 can be used to record all identified approaches which might be needed to close gaps across the school, and if possible this should be shared with the reviewer ahead of the visit.
In addition, the self-evaluation flowchart (annex 2a and b) provides a more detailed description of a tested approach to identifying barriers to learning, defining desired outcomes and success criteria, and drawing on evidence to develop a strategy that will deliver improved outcomes for disadvantaged pupils.

**Step three: school visit (1 day)**

During the school visit reviewers will build on their own preparation and the school’s self-evaluation to focus on reviewing the strategy that the school has been following. Experienced reviewers have done this effectively by supporting the school to look more closely at the evidence which has led to the selection of each approach, how effectively they have been implemented as well as any evidence of positive impact, to identify where improvements can be made in order to combine these approaches into a more effective, coherent strategy. The visit can also be an important opportunity to gain cross-school buy-in to a renewed drive to make more effective use of the school’s pupil premium funding.

As well as observing teaching and learning, reviewers have found it important to speak to those leaders and individuals who are in a position to make the greatest impact on improving outcomes for disadvantaged pupils. These people will include, amongst others, the school’s senior leaders and governors, who will need to ensure that the school remains on course to deliver the agreed outcomes identified in the plan.

During the visit, the reviewer may work with the school on all or some of the areas within the school visit template (annex 3).

**Step four: analysis and challenge (1/2 day)**

Before suggesting an action plan, reviewers might find it helpful to undertake further analysis and challenge of the self-evaluation and chosen approaches by drawing on the evidence and observations gathered during the school visit, to ask:

- What are the barriers to learning, desired outcomes and success criteria?
- To what extent has there been a focus on specific groups of pupils e.g. high ability, service premium, adopted children?
- What evaluation has there been of which current approaches are working well and whether better approaches could be used?
- What focus has there been on the different approaches used and how these build up to an effective, coherent strategy?
- Which approaches are not yet having the desired impact but could deliver impact if things were done differently or staff receive support to develop?
• Which approaches are unlikely to deliver impact and should be withdrawn?

Reviewers may wish to use these questions in order to analyse the self-evaluation work that the school has done. At this stage reviewers might recommend that the school replaces some of its existing approaches, especially if there are more effective alternatives which evidence suggests might deliver improved outcomes and make the most of the school's pupil premium funding.

**Step five: action plan (1/2 day)**

At the end of the process the reviewer will draw up a clear and concise pupil premium action plan in consultation with the school's senior leadership team, including an executive summary and a list of the key approaches which have been agreed to improve the school's pupil premium strategy and impact positively on outcomes for disadvantaged pupils.

An effective plan will also clearly identify individuals responsible for implementing each approach, as well as key steps and future dates when their impact will be evaluated, thereby ensuring that the plan is leading to accelerated progress for disadvantaged pupils. The plan should also include a date for a follow-up visit by the reviewer.

The action plan template (annex 4) has been developed with contributions from reviewers who have experience of delivering effective pupil premium reviews and may be used by reviewers during this step of the review.

**Step six: follow-up visit (1/2 day)**

The final step of the review process is a follow-up visit, which should ideally take place between 2 and 6 months after the school visit. Reviewers and schools receiving reviews have both found that this is an important step which helps them to maintain focus on delivering the plan effectively to ensure that the school is on track to raise attainment for their disadvantaged pupils. Reviewed schools have attested to the value of further follow-up visits later in the year, once changes have had time to bed in.

During the follow-up visit, the reviewer and headteacher, working alongside individuals responsible for delivering each approach, may wish to scrutinise the effectiveness of implementation alongside emerging evidence of impact, as they evaluate each approach in meeting the success criteria and leading to defined outcomes.

Depending on the outcome of the follow-up visit, the reviewer may recommend alternative approaches or changes to improve the effectiveness of existing approaches and may suggest adapting the action plan.
Annex 1: Planning and preparation template

<table>
<thead>
<tr>
<th>Gable Hall School’s Pupil Premium Profile 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total number of pupils in the school</strong></td>
</tr>
<tr>
<td><strong>Number of PP-eligible pupils:</strong></td>
</tr>
<tr>
<td><strong>Amount per pupil:</strong></td>
</tr>
<tr>
<td><strong>Total pupil premium budget:</strong></td>
</tr>
</tbody>
</table>

**Evidence of school performance**

<table>
<thead>
<tr>
<th>Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 Full Inspection:</td>
</tr>
<tr>
<td>Pupil premium funding is used well to demonstrable effect. The school systematically</td>
</tr>
<tr>
<td>analyses the impact of the support it provides for each eligible student. A particular</td>
</tr>
<tr>
<td>success has been the use of ‘Academic Dialogue’, where students in English, mathematics</td>
</tr>
<tr>
<td>and science receive highly focused teaching in small groups from teachers. The school</td>
</tr>
<tr>
<td>is committed to equal opportunities and closing the gaps for all groups. The gap in</td>
</tr>
<tr>
<td>attainment between disadvantaged students and other students nationally has narrowed</td>
</tr>
<tr>
<td>in both English and mathematics to less than a third of a GCSE grade, although the gap</td>
</tr>
<tr>
<td>compared to other students in the school is still nearly a grade in English and over half</td>
</tr>
<tr>
<td>a grade in mathematics. They make good progress in English. Progress in mathematics is</td>
</tr>
<tr>
<td>not yet as good, but is getting closer to the progress made by other.</td>
</tr>
<tr>
<td>2016 Inspection section 8: improve the attendance of pupils eligible for the pupil premium</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
### Summary of school's performance data:

<table>
<thead>
<tr>
<th>Measure</th>
<th>Result - GAP(2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 (A*-C) inc Eng/Ma</td>
<td>33% 28% (-26% last year)</td>
</tr>
<tr>
<td>5 (A*-C) any</td>
<td>48% -20% (-25%)</td>
</tr>
<tr>
<td>5 (A*-G)</td>
<td>93% -5% (-5%)</td>
</tr>
<tr>
<td>EBACC Entries</td>
<td>36% -23% (-25%)</td>
</tr>
<tr>
<td>EBACC Attainment</td>
<td>21% -15% (-17%)</td>
</tr>
<tr>
<td>English A*-C</td>
<td>52% -18% (-18%)</td>
</tr>
<tr>
<td>Maths A*-C</td>
<td>52% -14% (-29%)</td>
</tr>
<tr>
<td>Total Capped Points</td>
<td>285 -41 (-41)</td>
</tr>
<tr>
<td>Total Uncapped Points</td>
<td>380 -88 (-81)</td>
</tr>
</tbody>
</table>

Analysis of year 11 (cohort of 2016) data identified that disadvantaged pupils made better progress in English and Maths than previous cohorts, and made better progress than their peers in the non GCSE subjects i.e. BTECs. This is because the majority of our disadvantaged pupils follow pathways where BTECs are offered to them as part of their options, and our disadvantaged pupils do well in these subjects, achieving higher in the open slots than in their Ebacc subjects. In the cohort of 2015-16, disadvantaged pupils at KS4 do not do as well in the Ebacc subjects (science, MFL, humanities) compared to their peers. This might be because some of our disadvantaged pupils do not follow an Ebacc pathway, but when they do, they do not do as well as their peers. % of disadvantaged pupils entering Ebacc = 33%; 18% of the 33% entered got the Ebacc. Across the 3 slots, non disadvantaged pupils achieved 13.46 on average, compared to the disadvantaged pupils at 9.79.

### 2016 gap between disad/non disadvantaged

<table>
<thead>
<tr>
<th>Year 11: Indicator (using data from RAISEonline)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attainment – 5+ A*-C passes including English and mathematics</td>
</tr>
<tr>
<td>Attainment – average points score in English</td>
</tr>
<tr>
<td>Attainment – average points score in mathematics</td>
</tr>
<tr>
<td>Attainment – average points score (best eight GCSEs)</td>
</tr>
<tr>
<td>Attainment – average points score (best eight GCSEs including equivalents)</td>
</tr>
<tr>
<td>Achievement – expected progress in English</td>
</tr>
<tr>
<td>Achievement – more than expected progress in English</td>
</tr>
<tr>
<td>Achievement – expected progress in mathematics</td>
</tr>
<tr>
<td>Achievement – more than expected progress in mathematics</td>
</tr>
</tbody>
</table>
| School’s pupil premium statement (pupil premium strategy statement from 2016-17): | Does the school’s published pupil premium statement clearly describe how the school is planning to allocate funding to raise attainment and progress for disadvantaged pupils and close gaps?  
Yes, see website for strategy |
Annex 2: Self-evaluation and the pupil premium strategy statement

Schools and reviewers will need to identify the desired outcomes, barriers to learning, chosen approaches, implementation requirements and success criteria needed to improve outcomes for the school’s disadvantaged pupils.

The strategy statement template has been designed to support schools in structuring and presenting their pupil premium strategy. Schools may have other systems in place for capturing this information and there is no requirement for them to use this template. Schools and reviewers can use the template to support them in the process of self-evaluation. See annex 2a for a further illustration of self-evaluation.

The templates provided below are for primary and secondary schools. Completed examples for primary and secondary and a template for special schools are available on the Teaching School Council website.
Annex 2a: Self-evaluation

By following the steps below for each area of focus, schools can take an evidence-based approach to selecting the most effective approaches to improve outcomes. Where schools have commissioned a pupil premium review, the final step of this framework will be undertaken alongside the independent reviewer.

**Focus**

**What is the current position at your school?**
Where are the current gaps both within your school and compared to national levels? Use evidence of what works: focus relentlessly on quality of teaching and learning.

**Barriers to learning**

**What are the barriers to learning for disadvantaged pupils in your school?**
Only when all of the barriers are known and understood can schools begin the process of defining outcomes, success criteria and the approaches which will help to overcome them.

**Desired outcomes**

**What are your desired outcomes for pupils?**
Ultimately, the impact of the school’s work should lead to improved attainment for disadvantaged pupils. However, important outcomes which will lead to this might include: increasing rates of progress; improving attendance; reducing exclusions; improving family engagement; developing skills and personal qualities; extending opportunities; reducing NEETs.

**Success criteria**

**How will success be measured?**
For each desired outcome, schools should decide how success will be measured and set ambitious targets as well as ensuring that school leaders and governors buy in to the challenge of achieving them.

**Choose your approaches**

**Which approaches will produce these outcomes?**
Use evidence of what works: decide on what staff training is needed; monitor pupil progress regularly; get the balance right between short-term and long-term as well as between whole school and targeted strategies.

**2-6 months later**

**Evaluate your approaches**

**Which approaches are effective and which aren’t?**
Focus on the success criteria: schools may wish to make improvements, decide what else needs to be done, or what needs to be done differently. It is also important for schools to create an audit trail on their website to demonstrate their commitment, and its impact in improving outcomes.
Annex 2b: Illustration of self-evaluation

In this illustration, a school identifies a combination of approaches to improve reading for disadvantaged pupils in upper key stage 2.

**Reading comprehension**
Data shows that disadvantaged pupils in year 6 consistently underperform relative to their peers nationally. The gap in reading is 12 percentage points. The school will focus on this with current year 5s.

**Disengagement**
Discussions with classroom teacher, TAs and disadvantaged pupils confirm that children are disengaged, struggle to relate to texts and are making less than expected progress in reading. Strategies such as phonics and guided reading appear to have had limited impact for this group of children. However, children say they enjoy working in groups.

**Improved engagement and attainment**
Improve pupils’ engagement with and understanding of texts, leading to improved learning across the curriculum and raised attainment in reading.

**Closing the gap**
Gap in expected level for reading between disadvantaged pupils in school and other pupils nationally will reduce by 6-9 percentage points.

**Reading comprehension strategies and peer tutoring**
Evidence from the EEF toolkit shows that both these approaches are effective relative to their costs – particularly for upper primary children. Training will enable all teachers and TAs to use **reading comprehension** strategies effectively and this will be combined with **peer tutoring** to address disengagement.

**Evidence of impact leads to extension of approach**
Pupils’ written and verbal responses demonstrate an improvement in reading comprehension and peer tutoring has been successful in addressing disengagement. As a result, leaders have decided to extend the approach across the key stage.
## Annex 2d: Pupil premium strategy statement (secondary)

### 1. Summary information

<table>
<thead>
<tr>
<th>School</th>
<th>Gable Hall</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
<td>2016-17</td>
</tr>
<tr>
<td>Total PP budget</td>
<td>£262,770</td>
</tr>
<tr>
<td>Date of most recent PP Review</td>
<td>n/a</td>
</tr>
<tr>
<td>Total number of pupils</td>
<td>1427 incl VI form 1283</td>
</tr>
<tr>
<td>Number of pupils eligible for PP</td>
<td>274</td>
</tr>
<tr>
<td>Date for next internal review of this strategy</td>
<td></td>
</tr>
</tbody>
</table>

### 2. Current attainment

<table>
<thead>
<tr>
<th></th>
<th>Pupils eligible for PP (your school)</th>
<th>Pupils not eligible for PP (national average)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% achieving 5A* - C incl. EM (2015-16 only)</td>
<td>61% v 38%</td>
<td>64.7%</td>
</tr>
<tr>
<td>% achieving expected progress in English / Maths (2015-16 only)</td>
<td>52% / 53%</td>
<td>75.8% / 73.4%</td>
</tr>
<tr>
<td>Progress 8 score average</td>
<td>-0.40</td>
<td>0.12</td>
</tr>
<tr>
<td>Attainment 8 score average</td>
<td>41.54</td>
<td>52</td>
</tr>
</tbody>
</table>

### 3. Barriers to future attainment (for pupils eligible for PP)

**In-school barriers (issues to be addressed in school, such as poor literacy skills)**

- A. Access to Ebacc
- B. Performance in Ebacc subjects
- C. Lack of parental support

As part of your full strategy you will also wish to consider **results for specific groups of pupils** (such as particular year groups or minority groups) as well as the headline figures presented here. If you have very small pupil numbers you may wish to present 3 year averages here.

Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

Identify barriers that need to be addressed in-school, as well as external factors such as poor home learning environments.
<table>
<thead>
<tr>
<th><strong>External barriers</strong> (issues which also require action outside school, such as low attendance rates)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D.</strong></td>
</tr>
</tbody>
</table>
### 4. Outcomes

<table>
<thead>
<tr>
<th>Desired outcomes and how they will be measured</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. More disadvantaged pupils having access to the Ebacc</td>
<td>90% pupils from V to G to follow an Ebacc pathway</td>
</tr>
<tr>
<td>B. More disadvantaged pupils achieving in the Ebacc</td>
<td>To increase Attainment 8 Ebacc figure from 9.79 to 10</td>
</tr>
<tr>
<td>C. More positive engagement/support from parents</td>
<td>Attendance rates at parents evenings to increase to 85%</td>
</tr>
<tr>
<td>D. Raised aspirations</td>
<td>More pupils request a careers interview/express interest in HE/higher level apprenticeships</td>
</tr>
</tbody>
</table>

It is not essential to identify four desired outcomes; focusing on fewer aims in more depth is encouraged.

### 5. Planned expenditure

#### Academic year

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

#### i. Quality of teaching for all

<table>
<thead>
<tr>
<th>Desired outcome</th>
<th>Chosen action / approach</th>
<th>What is the evidence and rationale for this choice?</th>
<th>How will you ensure it is implemented well?</th>
<th>Staff lead</th>
<th>When will you review implementation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved outcomes in English</td>
<td>Split classes in 11 set 6 and 7 with quality teaching</td>
<td>Results from 2015-16 indicate that a higher percentage from within those groups make expected or more than progress</td>
<td>Staff are timetabled accordingly</td>
<td>Wb/St</td>
<td>4 times a year at the data drops</td>
</tr>
<tr>
<td>Improved outcomes in maths</td>
<td>Split classes in 11 set 6 and 7 with quality teaching</td>
<td>Results from 2015-16 indicate that a higher percentage from within those groups make expected or more than progress</td>
<td>Staff are timetabled accordingly</td>
<td>Ej/St</td>
<td>4 times a year at the data drops</td>
</tr>
</tbody>
</table>

Total budgeted cost: £40K

#### ii. Targeted support

<table>
<thead>
<tr>
<th>Desired outcome</th>
<th>Chosen action / approach</th>
<th>What is the evidence and rationale for this choice?</th>
<th>How will you ensure it is implemented well?</th>
<th>Staff lead</th>
<th>When will you review implementation?</th>
</tr>
</thead>
</table>

Effective practice is to combine professional knowledge with robust evidence about approaches which are known to be effective. You can consult external evidence sources such as the Teaching and Learning Toolkit, the NFER report on supporting the attainment of disadvantaged pupils, Ofsted’s 2013 report on the pupil premium and Ofsted’s 2014 report on pupil premium progress.

You may have more than one action/approach for each desired outcome.
<table>
<thead>
<tr>
<th>approach</th>
<th>rationale for this choice?</th>
<th>implemented well?</th>
<th>implementation?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gap in English reduced to -15%</td>
<td>1-2-1 or small group teaching for underachieving pupils, primarily LAC or disadvantaged; data shows pupils progress more rapidly</td>
<td>Vice Principal responsible monitors carefully; appropriate staffing timetabled</td>
<td>Ke</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Following each data drop – 4 times a year</td>
</tr>
<tr>
<td>Gap in maths reduced to -15%</td>
<td>1-2-1 or small group teaching for underachieving pupils, primarily LAC or disadvantaged; data shows pupils progress more rapidly</td>
<td>Vice Principal responsible monitors carefully; appropriate staffing timetabled</td>
<td>Ke</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Following each data drop – 4 times a year</td>
</tr>
<tr>
<td>Raise attainment for the year 11 disadvantaged cohort 2016-17</td>
<td>20 identified disadvantaged pupils are accessing a growth mindset series of workshops with a view to raising their self esteem and self image and therefore performance</td>
<td>Tk responsible to Fe, disadvantaged lead</td>
<td>Tk/Fe</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Following each data drop – 4 times a year</td>
</tr>
</tbody>
</table>

| Total budgeted cost                                                                                                             | £325 per pupil per subject for AD = £169,000; Rising stars £1,300 |

| iii. Other approaches                                                                                                          |
| Desired outcome                                                             | Chosen action / approach                                                                                                                          | What is the evidence and rationale for this choice?                                                                 | How will you ensure it is implemented well?                                                                 | Staff lead | When will you review implementation? |
| To modify displayed behaviours and raise aspirations for pupils             | 24/7 Chaplaincy service to mentor individuals and run Aspire program and alt ed                                                               | 24/7 have a proven success rate with our pupils; providing mentoring, alt ed, community groups within school                                                                 | VP closely monitors provision and feeds back to TAC meeting and HT                                                                 | Fe         | Half termly |
| Support pupils and families to raise aspirations and avoid being NEET      | To employ a Home school liaison officer to improve attendance, behaviour, outcomes                                                            | To support families to get pupils into school, identifying and actioning support needed                                                                 | Monitored by SLT; success measured by impact                                                                 | Ke         | Three times a year at SLT |

| Total budgeted cost                                                                                                             | £66,000 for Chaplaincy; £40k for home school liaison |

6. Review of expenditure

Show whether the success criteria were met. Additional evidence of impact can also be referred to, including attainment data, progress data, and case studies.

Lessons learned may be about impact or implementation.
### Previous Academic Year

#### i. Quality of teaching for all

<table>
<thead>
<tr>
<th>Desired outcome</th>
<th>Chosen action / approach</th>
<th>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</th>
<th>Lessons learned (and whether you will continue with this approach)</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positive progress 8 figure</td>
<td>Bucket 3: ECDL for all pupils without GCSE IT; BTEC First Award for OBGAR</td>
<td>Across the 3 slots, non disadvantaged pupils achieved 13.46 on average, compared to the disadvantaged pupils at 9.79.</td>
<td>Vocational pathways complementing Ebacc subjects produced better outcomes for all pupils. Current year 11 pupils have a similar offer for bucket 3 although more pupils follow an Ebacc pathway in the first 2 buckets</td>
<td>ECDL = £15,400 in exam fees</td>
</tr>
<tr>
<td>Improved outcomes in English and maths</td>
<td>Split groups in 11 set 6/7 in English and maths</td>
<td>As a result of this activity, 12/21 and 5/20 pupils in Green (1&amp;2) last year passed English. As a result of this activity, 13/32 passed maths in set 6 (compared to 8 the year before) and 9/32 passed from set 7 although all were from 7/1)</td>
<td>We are continuing with this program</td>
<td>£40K</td>
</tr>
</tbody>
</table>

#### ii. Targeted support

<table>
<thead>
<tr>
<th>Desired outcome</th>
<th>Chosen action / approach</th>
<th>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</th>
<th>Lessons learned (and whether you will continue with this approach)</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>To increase attendance amongst disadvantaged pupils</td>
<td>Using a home school liaison officer</td>
<td>As a result of this activity there has been a marked improvement in attendance and participation in 56/70 pupils/families</td>
<td>We continue to employ a home school liaison officer who has a specific case load with the aim of engaging the families, getting the pupils into school and achieving</td>
<td>£40k</td>
</tr>
<tr>
<td>To provide support and mentoring for pupils with behavioural problems/lacking self esteem which impacts on their learning</td>
<td>24/7 Chaplaincy</td>
<td>As a result of this activity over 80 pupils last year were given the opportunity to speak to the Chaplaincy; this reduced fixed term and permanent exclusions and contributed to pupil’s emotional well-being</td>
<td>We are continuing this activity and have expanded 24/7 provision to include Aspire (a raising aspirations course for year 9) and alternative provision (both incur additional costs)</td>
<td>£4k</td>
</tr>
</tbody>
</table>

#### iii. Other approaches

<table>
<thead>
<tr>
<th>Desired outcome</th>
<th>Chosen action / approach</th>
<th>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</th>
<th>Lessons learned</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Cost
<table>
<thead>
<tr>
<th>outcome</th>
<th>approach</th>
<th>success criteria? Include impact on pupils not eligible for PP, if appropriate.</th>
<th>(and whether you will continue with this approach)</th>
<th>(amount)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improved outcomes in English and Maths for an identified cohort</td>
<td>Academic Dialogue; 1-2-1/small group support</td>
<td>In Maths, 77% of pupils who accessed AD in year 8 and 74% of year 10 made progress. In English 88% of yr 8 and 72% of yr 10 who accessed AD made progress. In Science (from March) 32% of yr 8 and 50% of year 10 made progress.</td>
<td>We have invested heavily in Academic Dialogue and can see the impact, therefore we will continue where we have sufficient staffing</td>
<td>£169,000 based on each pupil having 1 hr per week individually over 30 weeks</td>
</tr>
<tr>
<td>NEET prevention; raise aspirations</td>
<td>Careers support – the careers coordinator works with underachieving individuals to find an interest to build on with a view to improving outcomes</td>
<td>As a result of this activity the intention is that pupils seen will close the gap on their progress to target in subsequent data drops and reduce NEET figures, in September 2016 we had 0 NEET, v a national figure of 4% for disadvantaged pupils.</td>
<td>Yes. Post data drop, underachieving disadvantaged pupils have an additional careers interview with a view that they identify something which may spark their interest and lead to improved outcomes in lessons</td>
<td>£2500</td>
</tr>
</tbody>
</table>

7. **Additional detail**

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.
| Summary of school's existing areas of focus and approaches | **Area one:**
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Focus: improving progress 8 score</td>
</tr>
<tr>
<td></td>
<td>Strategies: Academic Dialogue; split key groups in the core subjects;</td>
</tr>
<tr>
<td></td>
<td>Success criteria: Gap in % passing English and maths to reduce to -15%</td>
</tr>
<tr>
<td></td>
<td><strong>Area two:</strong></td>
</tr>
<tr>
<td></td>
<td>Focus: Curriculum offer including Ebacc subjects; ECDL; BTECs</td>
</tr>
<tr>
<td></td>
<td>Strategies: Pupils have pathways to enable them to take subjects which will lead to success in outcomes and post 16 transitions</td>
</tr>
<tr>
<td></td>
<td>Success criteria: improved Ebacc progress/attainment score 8/data drops</td>
</tr>
</tbody>
</table>

| Summary of how effectively school uses evidence to identify effective approaches | **Area one:**
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Academic Dialogue review data</td>
</tr>
</tbody>
</table>
During the review, the reviewer may work with the school on all or some of the following areas as appropriate.

<table>
<thead>
<tr>
<th>Area (including sources of evidence)</th>
<th>Suggested questions and areas to explore</th>
<th>Strengths</th>
<th>Areas for development</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pupil characteristics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Interview with pupil premium co-ordinator (PPCo) or member of staff with PP responsibility</td>
<td>What is the overall number and proportion of pupil premium eligible pupils within the whole school population?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What is the two/three year pattern in eligibility for pupil premium?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>How well does the school know the eligibility data and patterns?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Published data</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Achievement** \(^6\) | How well does the school make use of evidence including the EEF toolkit?  
Do evidence-based systems for evaluation of impact exist?  
What is the progress of disadvantaged pupils relative to their starting points?  
How quickly are attainment gaps for disadvantaged pupils closing compared to the national average?  
What story does the current data tell? |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area (including sources of evidence)</strong></td>
<td><strong>Suggested questions and areas to explore</strong></td>
</tr>
</tbody>
</table>

---

\(^6\)When reviewing special schools reviews may also wish to consider the area of 'enrichment', and the following question: How will pupil premium eligible pupils benefit from the funding and how is its impact monitored as far as enriching their opportunities is concerned?
| **Leadership & Management** | How well does the school make use of evidence including the EEF toolkit?  
Do evidence-based systems for evaluation of impact exist?  
How effectively does the school identify priorities for pupil premium funding?  
How well matched are the school’s strategies with the perceived barriers to learning for disadvantaged pupils?  
How ambitious are the targets for disadvantaged pupils?  
How does the school divide its use of funding between activities which have a clear and direct impact on pupil progress and those which focused on providing wider opportunities or meeting social/emotional needs?  
How effective are the strategies used and how does the school evaluate them? |
| --- | --- |
| • Interview with Head Teacher (HT) and Chair of Governors (CoG)  
• Interview with PPCo  
• Scrutiny of pupil premium policy documents  
• Scrutiny of SEF  
• Most recent Ofsted report  
• Published and current data |
<table>
<thead>
<tr>
<th>Area (including sources of evidence)</th>
<th>Suggested questions and areas to explore</th>
<th>Strengths</th>
<th>Areas for development</th>
</tr>
</thead>
</table>
| Teaching                           | How well do class teachers plan for disadvantaged pupils within lessons and for targeted interventions?  
|                                    | How effective are teaching assistants in implementing strategies and raising attainment and progress of disadvantaged pupils?  
|                                    | Are parents/carers and multi professionals involved in these discussions?  
|                                    | How well does the school plan for and achieve quality first teaching for disadvantaged pupils?  
|                                    | Where out of lesson interventions take place, how does the school evaluate impact? |           |                      |
| Behaviour & safety                 | How well is the school using Pupil Premium funding to support pupils to develop positive attitudes to learning and a thirst for knowledge across all learning contexts?  
<p>|                                    | Where support is focused on wider issues in pupils’ and their families’ lives and / or to widen opportunity, is there evidence that this support is improving engagement and contributing to closing performance gaps? |           |                      |</p>
<table>
<thead>
<tr>
<th>Evaluation of impact, drafting action plan and next steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Discussion with HT/CoG/PPCo</td>
</tr>
<tr>
<td>How well is pupil premium funding used to:</td>
</tr>
<tr>
<td>Ensure quality first teaching and above expected progress?</td>
</tr>
<tr>
<td>Support effective interventions? Widen opportunity?</td>
</tr>
<tr>
<td>What support can the reviewer offer for action planning and ongoing monitoring of the plan?</td>
</tr>
</tbody>
</table>
Annex 4a: Action plan template (1 of 2)

An action plan similar to the one below should help to provide a refreshed focus on the school’s pupil premium strategy. The headteacher and governors should own the plan, which should identify the main approaches, owners and milestones, with dates to review and evaluate the success of each approach.

Reviewers should note that for schools who use the pupil premium strategy statement (see annex 2), it may be more convenient to update the ‘planned expenditure’ section of the pupil premium strategy statement rather than maintain both a strategy statement and action plan.

<table>
<thead>
<tr>
<th>[Insert school name] School’s Pupil Premium Action Plan [Insert school year]</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteacher name:</td>
</tr>
<tr>
<td>Chair of Governors name:</td>
</tr>
<tr>
<td>Reviewer name:</td>
</tr>
<tr>
<td>Date of pupil premium review:</td>
</tr>
</tbody>
</table>

Pupil Premium Profile [Insert school year]

| Number of eligible pupils: | |
| Amount per pupil: | |
| Total pupil premium budget: | |

Executive summary

Reviewers may wish to include the following:

- A brief overview of the school’s pupil premium strategy so far, what has worked and what hasn’t
- The core approaches that will now be implemented and how these will contribute to closing gaps
- The overall aims of the plan, i.e.:
- Reduce attainment gap between the school's disadvantaged pupils and others nationally by 10 percentage points
- Raise the in-school attainment of both disadvantaged pupils and their peers
- Agreed date for the next review
<table>
<thead>
<tr>
<th>Approach</th>
<th>Outcomes and success criteria</th>
<th>Owner</th>
<th>Milestones</th>
<th>Completed</th>
<th>Review date</th>
<th>Cost per pupil</th>
<th>Total cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Reading comprehension and peer tutoring</td>
<td>- Improved engagement and attainment of y5 disadvantaged pupils</td>
<td>Head of KS2</td>
<td>Design and deliver training to teachers and TAs</td>
<td>01/12/2014</td>
<td>01/02/2015</td>
<td>£100</td>
<td>£1500</td>
</tr>
<tr>
<td></td>
<td>- Reduce gap by 6-9 percentage points</td>
<td></td>
<td>Identify and work with peer tutors</td>
<td>04/01/2015</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total pupil premium expenditure: ____

Agreed date for follow-up visit _____
Annex 5: Useful links and resources

When reviewing how pupil premium funding is currently spent, school leaders and governors will find the following documents and sources of evidence invaluable:

- The EEF toolkit provides details on the effectiveness and cost-effectiveness of a range of interventions, and the evidence base that underpins them. The EEF evaluation toolkit helps schools to understand which approaches might work best for their pupils. The Families of Schools database is a tool to help facilitate collaboration between schools facing similar challenges to help them learn from one another.

- Ofsted’s Jan 2013 report, The pupil premium: how schools are spending funding successfully summarises successful and unsuccessful approaches to pupil premium use. The accompanying analysis and challenge toolkit helps schools to identify where there are gaps in attainment between disadvantaged pupils and others. An update on the progress schools have made using their pupil premium funding to raise achievement for eligible pupils was published in July 2014.

- The Pupil Premium Awards website provides an inspirational insight into what successful schools are doing with their pupil premium.

- Making Best Use of Teaching Assistants, published by the EEF, and Teaching Assistants (TAs): a guide to good practice by Oxford Primary are essential reads that will help to ensure the effective deployment of support staff.

- Sir John Dunford’s 2014 article, Using the pupil premium effectively: an evidence-based approach to closing the gap from the Teaching Leaders Quarterly (Spring 2014 edition) is helpful reading for middle leaders, who have an important contribution to make to the effective use of the pupil premium as well as his Ten-point plan for spending the pupil premium successfully.

- NFER’s research Supporting the attainment of disadvantaged pupils focuses on schools that are successful in raising the attainment of disadvantaged pupils, as well as those who aren’t so successful (see figure 1 below).
Figure 1: What are the most effective ways to support disadvantaged pupils’ achievement?

Research undertaken by NFER has identified seven building blocks that are common in schools which are more successful in raising disadvantaged pupils’ attainment.

1. Whole-school ethos of attainment for all:
   Schools ensure 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 emotional and social 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.

This briefing, by Caroline Sharp, Shona MacLeod, Amy Skipp and Steve Higgins, is based on national research with primary, secondary and special schools across England. A full research report and a summary for school leaders are also available from the Department for Education and NFER websites: http://www.education.gov.uk/researchandstatistics/research and www.nfer.ac.uk/publications/PUPP01

© Crown copyright 2015
Published: November 2015
Annex 6: Effective practice case studies

The following case studies, whilst anonymised, are shared with the permission of the schools that have commissioned pupil premium reviews and the reviewer who has conducted them.

The schools in the case studies have different contexts and sets of challenges. What each school has in common however is how it has embraced the review as a positive opportunity to take an evidence-based approach, and developed an action plan which was implemented quickly to make the most of their pupil premium funding.
Case study one: Pupil premium review following an Ofsted inspection

“The review clarified simple approaches to tracking the impact of the pupil premium and gave us some key interventions that could be applied to the early years foundation stage to close gaps.”

Context

Primary school X is an average sized primary school in a county town. The school’s profile shows above average numbers of pupils in receipt of pupil premium (PP) funding. It was graded as requires improvement following its last inspection in 2015. The report recommended an external review of the use of pupil premium funds and also an external review of governance. The school therefore had multiple support partners involved in their improvement plans, including the local authority and diocese, an NLE, an NLG and also the PP reviewer. It was therefore essential [for the pupil premium reviewer] to develop a supportive peer relationship, to ensure that messages and actions complemented those already in place and being undertaken.

To achieve this, the NLE (a designated and trained PP reviewer) involved in support to the school devolved the PP review to a senior colleague, who was also a PP reviewer and trainer. This ensured that the NLE involved in the school’s support also had an overview of the review, albeit carried out independently and meant that the PP reviewer had a greater understanding of the complexities of the issues in the school, creating a supportive and coherent approach.

Carrying out the review

The initial meeting with the headteacher and the NLE aimed to complete the common template for deployment from the Teaching Schools Council six-step framework. The framework and process was discussed and agreed with the headteacher, with clear timescales, costs and steps in the process outlined.

Following this, the NLE deployed the reviewer, having first discussed the school’s context with the reviewer and the needs of the school.

The reviewer then made contact with the headteacher [at the supported school] and reinforced the supportive relationship that the review would take. The headteacher provided the evidence that the review needed (step two) and a mutually convenient date to visit the school was arranged, suggesting colleagues it would be useful for the reviewer to meet. The reviewer sent the self-evaluation form, from the six-step framework, to the headteacher with a date to return it.

Prior to the visit, the reviewer looked at the school’s website for the pupil premium statement, looked at the latest RAISEonline data and current data as well as the school’s development plan and information from link governor meetings. The reviewer used these
documents and information from the self-assessment to pre-populate the visit form with key questions.

On visit day, the reviewer looked at students’ work, met with the PP co-ordinator, link governor and students. Data was explored with the school leaders and classes were visited. Throughout the day, the reviewer kept the headteacher updated and discussed findings so that the ethos of support was maintained. At the end of the day the reviewer shared the school strengths and key areas for development which had been identified.

The reviewer completed a school visit report and made some key recommendations, all of which had been discussed with the headteacher during the visit. The report was copied to the NLE supporting the school and the chair of governors. A date to meet and collaboratively write the action plan was set in order to support the headteacher with the follow-up that needed to be completed, including setting a date in 6 months to review progress against the action plan. This step was felt to be the most powerful by both the headteacher and reviewer.

Using the six-step framework enabled the reviewer to have a clear approach and plan that was shared with the school at each stage. This supported an open, peer to peer approach vital to the success of the review in a school where staff felt ‘bruised’ from their ‘requires improvement’ judgement, and where other people were also involved in school improvement work.

The headteacher commented that the review had “clarified simple approaches to tracking the impact of the pupil premium” and gave some key interventions that could be applied to the early years foundation stage (EYFS) to close gaps. As a consequence of the review, new data tracking systems have already been put into place in the EYFS, using the PP funding to secure an EYFS SLE to support the school. Funding will also be used to develop the writing through the support of an SLE. The action plan will be fully reviewed in 6 months, but early strategies are already showing an impact in closing gaps.
Case study two: Pupil premium review in a secondary school

“The academy definitely moved forward with its understanding of how the PP can be used effectively. A culture of change took place in regards to utilising the funding strategically…”

Context

The academy is larger than an average-sized secondary school and includes a sixth form. Most students are of white British heritage. The majority of students speak English as their first language. The proportion of disabled students or students who have special educational needs is more than three times the national average.

The proportion of disadvantaged students eligible for extra support through pupil premium funding is two-and-a-half times the national average. In 2014/2015 70 per cent of the school population were identified as in receipt of the Pupil Premium.

The Principal took up post in April 2014. The academy does not meet the government’s current floor standards. A few students attend off-site provision. The academy holds a number of awards including: the Inclusion Quality Mark; Sainsbury’s School Sports Mark Gold; Career Connect Quality Award; Healthy Schools Award.

Carrying out the review

The academy commissioned the review in February 2015, recognising that disappointing results, coupled with an increasing progress and attainment gap for students in receipt of the pupil premium (PP) meant that a review of current practice was needed. The academy approached a local teaching school to conduct the review. The PP reviewer was the teaching school SLE (specialist leader of education), designated with the role of PP reviewer and PP champion.

The reviewer approached the review, by first considering the information on the website and the current PP plan and policy, the online impact report of the PP spend and the list of current interventions. In addition, the principal provided the additional evidence the reviewer needed - including RAISEonline data and current internal school data.

These documents enabled the reviewer to pre populate the visit forms with key questions, in regards to the progress gaps in mathematics and English and the persistent absenteeism (PA) gap in attendance.

Two half-days were spent at the academy considering data, assessing impact and strategies currently utilised to approach narrowing the gap between PP and non-PP students with the principal and members of the senior leadership team (SLT).
On the first half day the reviewer met with the principal and key senior leaders. There were detailed discussions of the school context, needs of the pupils, the utilisation of pupil premium and the academy’s PP plan. The discussions were open and transparent and at the end of the half day the reviewer shared the identified school strengths as well as areas for development that had arisen during the discussion.

A follow up half day was then arranged as a ‘progress check’, this was to include the whole SLT and was also to include an evaluation of the revised PP plan, its strategies and targeted cohorts.

A final date was then set for collaborative writing of the action plan as well as including a date in 3 months to review progress against the action plan. The reviewer recognised that the senior leaders were at the early stages of addressing the needs of the PP cohort in the school. The approach of the reviewer was that of coach and mentor, clarifying the impact of some strategies and sharing interventions that could be applied in the academy’s context. This facilitated a highly productive working relationship. The principal at this time also requested ongoing SLE support as he had found the whole process “amazingly valuable.”

The academy definitely moved forward with its understanding of how the PP can be used effectively. A culture of change took place in regards to utilising the funding strategically, targeting cohorts rather than ‘scatter gunning’ all students, ensuring that strategies were in place or were ‘planned’ to be in place, from transition through to year 11. There was also a movement away from the year 11 ‘sticking plaster’ approach, although at the same time, recognising the need to exceed floor standards with year 11 results. A key area that the academy started implementing was in ensuring that all strategies had clear and measurable success criteria.

Data tracking showed that there was a positive impact on the internal results in regards to English and mathematics levels of progress for the key groups, and that pupil voice surveys carried out regarding feedback would show improved levels of confidence and knowledge of how to move on, book scrutinies also indicated an improved level of feedback to students.
Case study three: undertaking a self-review of pupil premium expenditure

“In the latest exam year, the gap between 5 A*-C (English and Maths) had been reduced to two per cent (69 per cent for pupils eligible for the PPG and 71 per cent for non-eligible pupils).”

Context

This case study focuses on self-review of pupil premium (PP) expenditure conducted in a smaller than average, 11-18 mixed comprehensive school. The number of pupils eligible for the pupil premium is high, with Ever 6 FSM at 45 per cent.

The school carried out an internal review of its PP expenditure following its latest Ofsted inspection. Although not prioritised as a focus for action, leaders were aware through discussion with inspectors that the attainment gap at the end of key stage 4 could be narrowed between those pupils eligible for the PP and those who were not. It also followed attendance at a conference at which the former Pupil Premium Champion, Sir John Dunford, spoke of, for example, the Sutton Trust's report 'Missing Talent' findings about disadvantaged pupils attaining well at primary school but not maintaining this profile through secondary school. The conference also highlighted the trend for disadvantaged pupils to underachieve in secondary schools in its region and the school was determined not to be representative of this broader regional picture. While local potential barriers were acknowledged, such as some of the school’s parents historically not valuing education, there was a commitment to find ways to deploy the PP in the best ways to support pupils' achievement, aspirations and, ultimately, improve life chances.

Carrying out the review

The review was led strategically by the school’s assistant headteacher with a remit for pupil progress, supported operationally by its Additional Educational Needs Coordinator. This took the form initially of using all the school’s data systems to generate pupil-level data which could be interrogated, specifically focusing on the issues these pupils had, both in terms of their learning and those that might adversely affect this. Data comprised: attainment, progress, behaviour, attendance, attitudes to learning and responsiveness to homework, with teachers using a four point scale for the latter two of these. Some pupil voice data was also included from representative groups.

The data were discussed by the executive headteacher and his team of assistant headteachers (there are no deputies) each of whom holds responsibility for areas such as teaching and learning, pupil progress, and behaviour, guidance and safety. Using data about pupils' needs and potential barriers to learning, the team were able to review existing strategies for their impact and take decisions on which strategies to maintain and
which to adjust to meet current needs. Leaders then took responsibility for monitoring strategies within their respective areas.

The school has adopted a wide range of intervention strategies to support those eligible for PP. These are complemented by its substantial focus on quality first teaching, with marking and feedback a prominent feature of this provision, based on the Education Endowment Foundation Teaching and Learning Toolkit findings - the toolkit has been a valuable resource too for PP strategy identification.

The school has focused these interventions on specific groups where appropriate. For example, with the higher-attaining pupils, interventions have focused on raising pupils' aspirations and expectations of what they can achieve, both in terms of examination outcomes and further and higher education destinations. Talks from the head of the school's sixth form about what studying post-16 comprises and visits to universities within the region are two such strategies. While these originally took place in years 10 and 11, they have now been brought forward to year 9 to impact earlier. For middle-attaining pupils thinking of apprenticeships, mock interviews are held with a manager of an apprenticeship provider (one of the school's governors) who was able to provide feedback on whether their academic, attendance and behaviour profile would likely result in an offer being made. For lower attaining pupils, there is significant investment in additional staffing in maths, English and science so that tailored intervention groups target needs and result in them making at least expected progress. These include breakfast clubs that have been scheduled to run later in the year than previously following review, owing in part to the targeted use of mock examination data to support specific needs.

While data are collected on attainment, progress, attendance, behaviour and attitudes, the school acknowledges that making causal links between these measures of impact and some interventions is problematic. There are however some for which clear links can be made, such as:

- Key Stage 3 English and maths 12 week intervention programmes taught once per week on a withdrawal basis by additional teachers. These target specific gaps in pupils' learning and use before and after testing to assess progress. 80 per cent of pupils have made expected progress by the end of these programmes

- first day response provision to improve or sustain attendance

- a year 7 intervention group for vulnerable pupils - those who might encounter difficulties in coping initially with a key stage 3 environment and/or are attaining below expectations at the end of key stage 2. These pupils, around half of whom are eligible for the PP, are taught 60 per cent of the timetable (maths, English, science and humanities) by a single class teacher as in primary school. Review data has shown that in the most recent year 83 per cent are making expected progress and a third greater than expected progress in English and maths by the end of year 7
The first of these programmes has been reduced in scale following review in the past year. This was in response to improved pupil attainment on entry and quality first teaching. This emphasises the review process's focus on matching need to provision.

Where such links are less attributable, the school uses softer, more qualitative measures such as observation and staff feedback on impact to review strategy impact:

'It's really hard to say they make a difference to a pupil's achievement, but they do make a difference to the whole child' (Assistant Headteacher)

An example of one such strategy is a range of lunchtime activities - these offer additional opportunities to broaden horizons that might not be gained outside of school, aid engagement, support positive behaviour in afternoon sessions and enable staff role models leading them to engage in dialogue with pupils: providing encouragement and giving important messages about their effort and the importance of engagement to shape learning and behaviour. The range of strategies overall is, the school considers, complementary in supporting pupils' needs at a number of levels and, in combination contribute to improved attainment and progress.

In the latest exam year, the gap between 5 A*-C (English and Maths) had been reduced to two per cent (69 per cent for pupils eligible for the PPG and 71 per cent for non-eligible pupils).

There is an annual review of all interventions, with reporting to governors' achievement and finance committees on impact of expenditure and projected expenditure for the following year based on this. In addition, the school's half-termly (six-weekly) progress checks enable regular ongoing monitoring by assistant headteachers and review of strategy deployment as well as ensuring they are being implemented effectively. For example, the assistant head for progress meets every half-term with curriculum leaders to assess impact of intervention strategies on pupils' achievement and for which pupils these will be focused on in the following half-term.

This monitoring allows the school to be flexible in its deployment of some strategies to meet pupils' needs, such as small group interventions in a specific aspect of maths. While there have been some revisions to the timing or extent of strategies deployed following review, which in turn has impacted on expenditure allocations, the school has retained all of those used in the previous year.

They have every opportunity to achieve their full potential.
Effective practice: Pupil premium for adopted children

Luke is eleven years old and is currently in year seven. He lives in a two-parent adoptive family with his two younger brothers from his birth family. His adoptive mother is a teacher who currently works with adopted and looked after children. She has a deep knowledge and understanding of the needs of adopted children in school. Luke endured chronic neglect and witnessed domestic violence during his first two-and-a-half years of life. When he was two-and-a-half years old, a younger sibling died in an accident which was attributed in part to his parents’ alcohol abuse and drug taking. After being removed from his birth family, he experienced multiple foster placements before being placed for adoption at the age of five.

Luke, along with his siblings, experience difficulties in the school environment. During his early experiences of school, Luke was unable to access education properly because he was in a constant state of heightened anxiety. He started his year two at age six with nursery school levels of attainment. Subsequently Luke has ‘been playing catch up’ but succeeded in finishing his year six at the national average in everything, except his writing.

At age nine, and prior to the introduction of the Pupil Premium, Luke was assessed by an Educational Psychologist as having traits of Attention Deficit Hyperactivity. His school, however, supports his adoptive mother’s view that Luke’s main issues relate to his executive functioning. He has particular difficulties with his working memory, planning and organising, with moving from one activity to another, and initiating new tasks on his own. He also has difficulties transferring learning from one area of the curriculum to another, compartmentalising new knowledge and skills. For example, he finds it difficult to apply his literacy skills to science. Luke is also immature in his behaviour and expressing his emotions. He finds transitions within school extremely difficult and needs to be well prepared for, and supported through, any changes. Luke also exhibits difficulties with his peer relationships.

Shortly after the Pupil Premium for adopted children was announced, Luke’s adoptive parents were invited to meet with school staff to explore ways in which this additional funding could be spent. Together they agreed the following interventions:

- One-to-one mentoring for Luke, recognising his need for continuity and consistency in his relationships with adults and ‘one relationship with somebody on his side…somebody who will support him no matter what.’ The mentor has a comprehensive knowledge of Luke’s particular circumstances and sensitivity to his specific needs. The mentor is a named Learning Support Assistant who spends time with him at least once a week for 20 to 25 minutes. The mentor typically ‘bookends’ Luke’s week, meeting with him at the start and end of each week, so as to prepare him for the week ahead, and to reflect on the week gone by.

- Additional staff to support Luke’s participation in a literacy group.
- Luke’s attendance at a Friendship Group to support the development of his peer relationships.

- Funding for an additional adult to accompany the school’s children on a trip to France, enabling Luke’s involvement and ensuring a positive experience.

- The creation of a ‘Pupil Profile’ for Luke. The profiling involves Luke, his teachers and adoptive parents in various assessments to inform the planning of his teaching and learning. This will lead to a personalised ‘Provision Plan’ which summarises the specific help that Luke will need, as well as outlining how his progress will be measured. The Provision Plan may include investment in resources which will be of benefit to other vulnerable children in the school, as well as to Luke. This may include, for example, investment in the Friends for Life program – an Australian cognitive-behavioural therapeutic program designed to be used in the classroom that aims to increase the resilience and happiness of children.

- Supporting the school’s Special Education Needs Coordinator (SENCO) to attend Adoption UK’s ‘Learning Connect: Life in the Classroom: Helping Adopted Children in School’ training event, with the SENCO subsequently sharing her learning about the needs of adopted children with wider school staff.

Luke seems to experience his support at school positively. His time with his mentor is viewed as particularly good time and he does not seem to feel singled out in any way. Luke’s parents also report a positive change in Luke. In particular, they report a more relaxed, less anxious child, able to enjoy his weekends with the family and worry less about the week ahead.

**Adapted from:** British Association for Adoption and Fostering’s (BAAF) (2015), *Pupil Premium for Adopted Children: Case Studies* (available at: [http://www.first4adoption.org.uk/adoption-support/pupil-premium/case-studies/](http://www.first4adoption.org.uk/adoption-support/pupil-premium/case-studies/)}
Annex 7: Pupil premium reviewer training materials and support

During 2015 three teaching schools (The Heath School, Painsley Catholic College and Oakgrove School) were appointed to design and deliver training to 200 pupil premium reviewers across the country to support them to deliver their new designation.

The materials produced for the training sessions are available on the Teaching Schools Council website and include a number of resources such as:

- Guidance and protocols for reviewers
- Tools and templates
- Frequently asked questions for conducting a review
- Example format for a review day
- Reflection piece from Painsley Catholic College on their experience of delivering training

A number of champion teaching schools have since been appointed in each region to provide training and support to pupil premium reviewers. A list of the schools can be found on the TSC website.