



National College for
Teaching & Leadership



Effective pupil premium reviews

A guide developed by the Teaching
Schools Council

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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.

² <https://www.gov.uk/government/publications/governance-handbook>

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.³ 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 Trust⁴ 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. Ofsted⁵ 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.

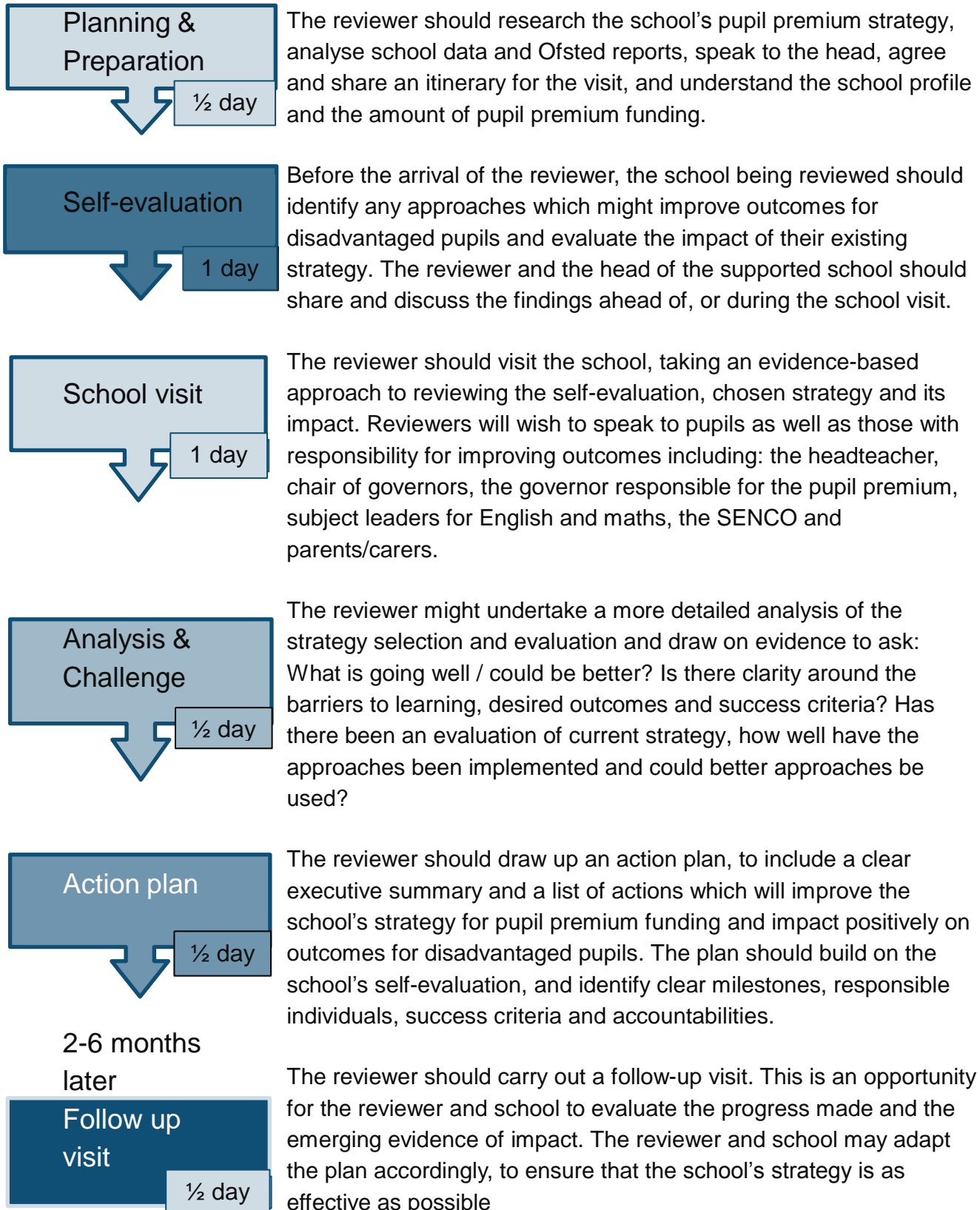
³ <https://www.gov.uk/government/publications/supporting-the-attainment-of-disadvantaged-pupils>.

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.



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 schools 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

[Insert school name] School's Pupil Premium Profile [Insert school year]	
Total number of pupils in the school	
Number of PP-eligible pupils:	
Amount per pupil:	
Total pupil premium budget:	

Evidence of school performance	
Key statements from Ofsted report(s) relating to the performance of disadvantaged pupils:	
Summary of school's performance data:	<i>Does the school's performance data indicate that attainment and progress for disadvantaged pupils are improving, and that gaps are closing, both within the school and compared to the national average?</i>
School's pupil premium statement (pupil premium strategy statement from 2016-17):	<i>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?</i>

Annex 2: Self-evaluation and the pupil premium strategy statement

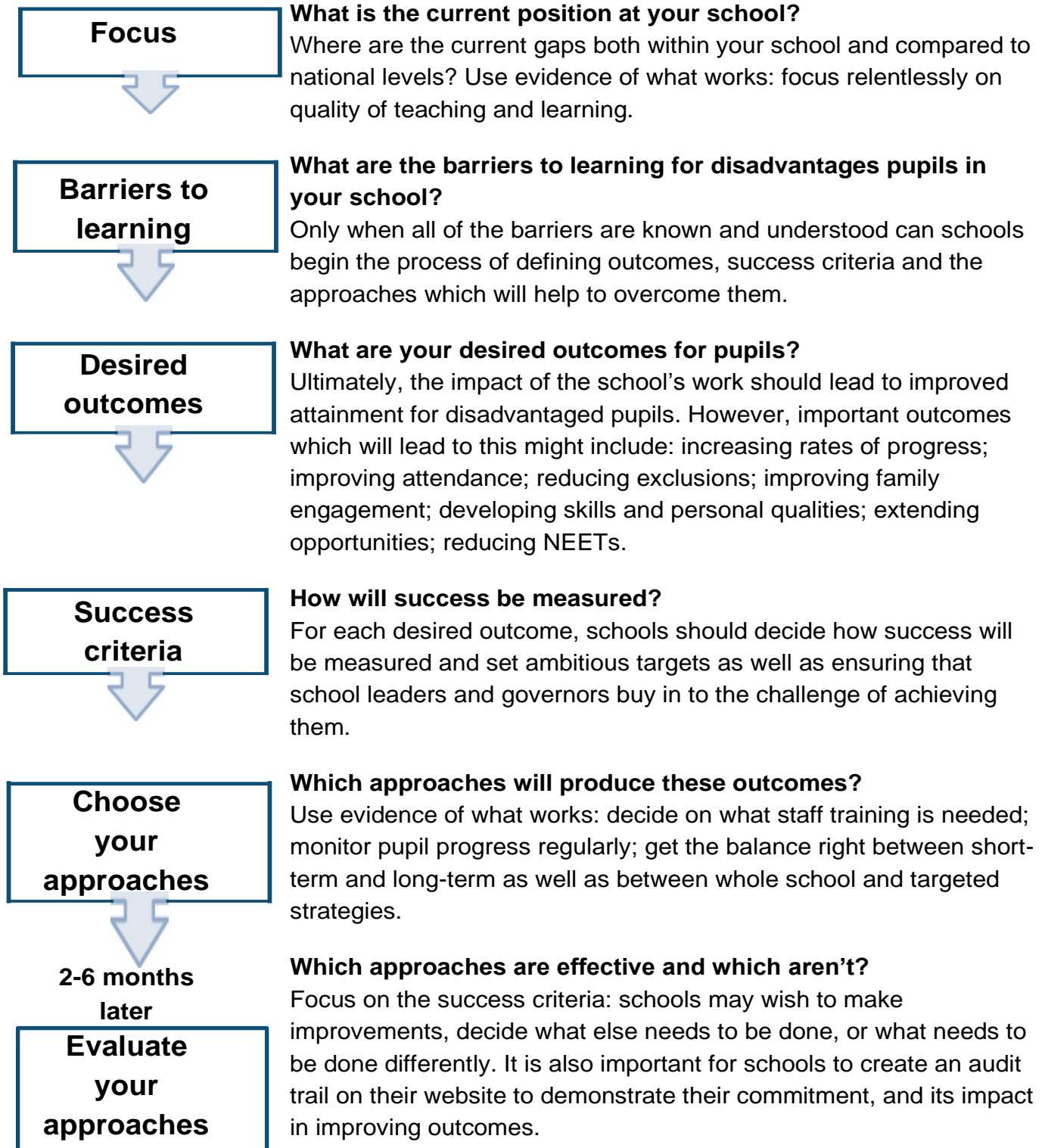
Schools and reviewers will need to identify the desired outcomes, barriers to learning, chosen approaches, implementation requirements and success criteria needed to improve outcomes for the school's disadvantaged pupils.

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](#).

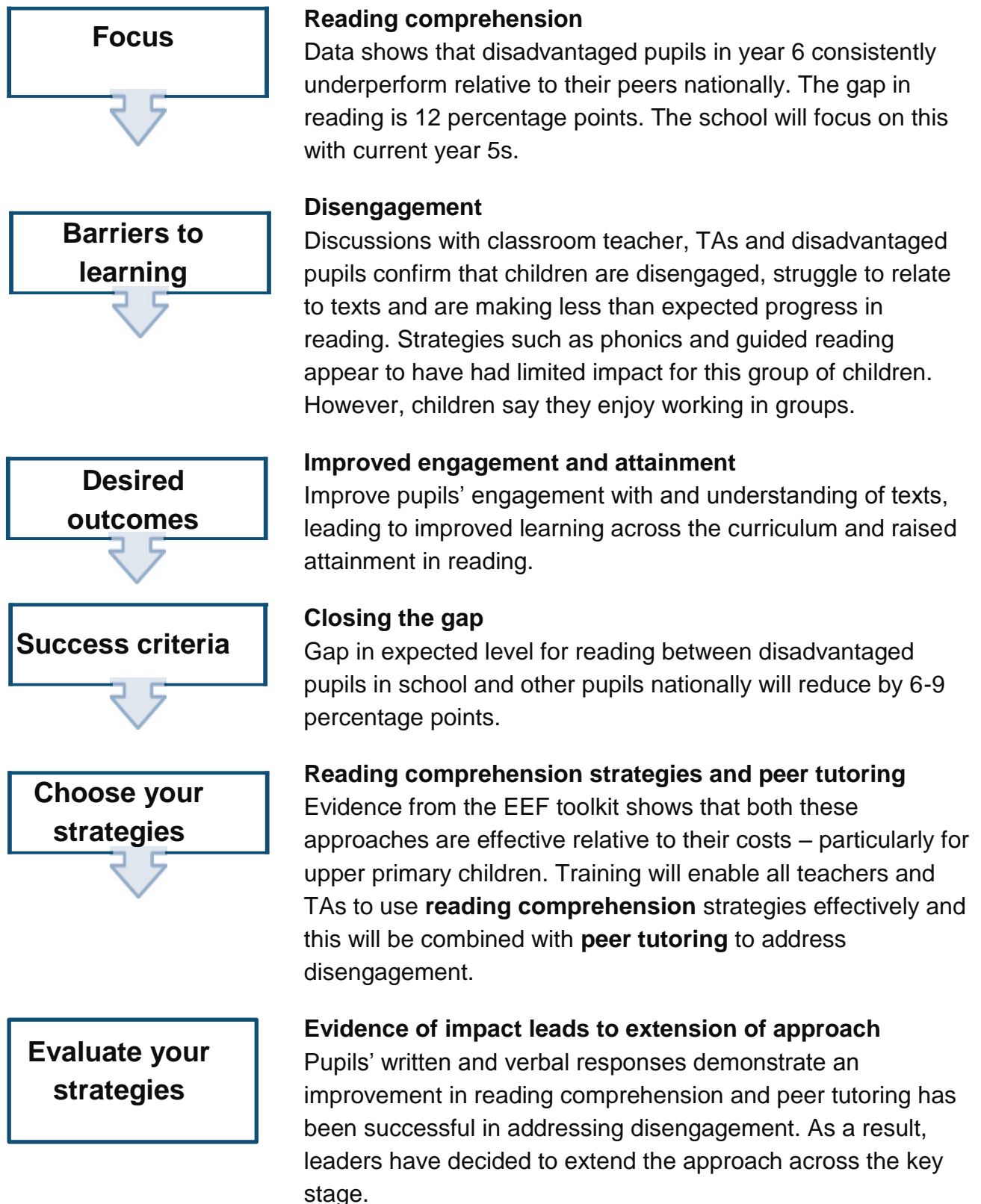
Annex 2a: Self-evaluation

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.



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.



Annex 2c: Pupil premium strategy statement (primary)

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.

1. Summary information				
School				
Academic Year		Total PP budget		Date of most recent PP Review
Total number of pupils		Number of pupils eligible for PP		Date for next PP Strategy Review

2. Current attainment			
	Levels until the alternative is established.	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving Level 4b or above in reading, writing & maths (or equivalent)			tbc
% making at least 2 levels of progress in reading (or equivalent)			92%
% making at least 2 levels of progress in writing (or equivalent)			95%
% making at least 2 levels of progress in maths (or equivalent)			91%

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	
B.	
C.	
External barriers (issues which also require action outside school, such as low attendance rates)	
D.	

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

Identify barriers that need to be addressed in-school, as well as external factors such as low parental engagement, poor home learning environment etc.

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

4. Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.		
B.		
C.		
D.		

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

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					
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?
Total budgeted cost					
ii. Targeted support					
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?

Total budgeted cost					

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?

Total

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.

6. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

For approaches which did not meet their success criteria, it is important to assess whether you will continue allocating funding and if, so, why.

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.

Annex 2d: Pupil premium strategy statement (secondary)

1. Summary information					
School	St Aidan's C/E High School				
Academic Year	2016/2017	Total PP budget	93 840	Date of most recent PP Review	
Total number of pupils	1253 in years 7-11	Number of pupils eligible for PP	89	Date for next internal review of this strategy	Sept 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving 5A* - C incl. EM (2015-16 only)	41% (2016) (58% 2015)	63% (Non pp pupils nationally 2015) 56% (All pupils nationally 2015)
% achieving expected progress in English / Maths (2015-16 only)	50% (LPA) 40%(MPA) 100% (UPA) /50%(LPA)60%(MPA)100%(UPA)	52%(LPA), 68% (MPA), 81%(UPA) / 32%(LPA),67%(MPA),82%(UPA)
Progress 8 score average	-0.32 (0.23 for 14/17 pp pupils)	0.12
Attainment 8 score average	47.1	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Engagement with whole school community, including extra-curricular opportunities

B.	Literacy rates of low PA group, affecting learning across the curriculum, especially new English GCSE
C.	Low numeracy rates of low PA group, affecting learning across the curriculum, especially new Maths GCSE
D.	Regular completion of Independent study eg revision, homework
E.	Low level disruption from some groups across school
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F.	Poor attendance; lower than national average and compared to non pp pupils in school
G.	Specific learning support issues
H.	Specific pastoral issues eg attachment disorder

4. Outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A.	Improved PP achievement in En, Ma and EBacc in L,M,U Prior Attainment			3 year trend shows improvement in progress measures	
B.	Improved attendance of pp pupils across years 7-11			PP pupils' attendance improves in years 7-11	
C.	Improved independent study skills of pp pupils			Reports from teachers, mentors and HOY indicate improvement	
D.	Improved engagement with whole school community			Reports from teachers, mentors and HOY indicate improvement	
5. Planned expenditure					
Academic year		2016/17			
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					
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?

<p>A <i>Improved PP achievement in En Ma and EBacc in L,M,U Prior Attainment</i></p>	<p>1 HLTA support in KS3 and KS4 (TC, VC) to focus on extra support needed in new En/Ma curriculum; KS3 HLTA working with those with low literacy/numeracy on entry, including pp, developing new tailored resources in consultation with primary schools (MAT schools)</p> <p>2 RISE project to train staff in best use of evidence based interventions and classroom practice</p> <p>3 Training to all staff (Jan 2017 and via YTSA programme) on the most effective feedback to enable progress; embedded into lessons and checked by observation and feedback from HOS to senior leaders for PP in KS3 and KS4</p>	<p>More demanding GCSE Maths and English, increased number of students on entry that are not 'secondary ready' and a gap between what existing students in school learned KS2 and what is required in the new GCSEs.</p> <p>Liaison with primary schools necessary to smooth transition, especially for most disadvantaged; evidence shows they are more disadvantage by a transition that lacks coherence</p> <p>A decision to increase the evidence base of our interventions, use of EEF toolkit prompted the need for greater understanding of the underlying research</p> <p>Need to embed interventions into classroom teaching (wave one) rather than wave 2/3; training given to groups who had opted in but not to whole staff. Senior leaders overseeing KS3/4 pp allows for interventions to be monitored for their rigour.</p>	<p>HLTAs line managed</p> <p>KS3 English and Maths co-ordinators</p> <p>In school research project (peer tutoring) and RISE training days attending; info disseminated via newsletter and cpd programme</p> <p>Presentation and accompanying booklet prepared; full staff to convene for first half an hour of training day – pp given priority on this day.</p>	<p>KTD KS3 REM KS4</p> <p>HOS for En/Ma</p> <p>REM</p> <p>GMS/KTD/REM</p>	<p>HLTA work Informally reviewed every couple of weeks; formally reviewed via appraisal process for support staff (Feb 2017)</p> <p>Reviewed in appraisal process Oct 2016</p> <p>July 2017 when RISE finished and other research strands take over eg YTSA work</p> <p>July 2017 – when booklet needs to be re-written with new cohort and any changes to advice etc</p>
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<p>C <i>Improved independent study skills of pp pupils</i></p>	<p>1 Training to all staff (Jan 2017 and via YTSA programme) on metacognition and how it enables self regulation and facilitates independent learning: embedded into lessons and checked by observation and feedback from HOS to senior leaders for PP in KS3 and KS4</p> <p>2 Continuing with 'growth mindset' work as redesigning schemes of assessment</p> <p>3 Increased work on CODE for learning to emphasise Determination and Enterprise; greater use of this in feedback by teachers on class/homework</p>	<p>As above</p> <p>CODE for learning now well understood in terms of reporting cycle, but needs continual reinforcement as opportunities arise; one such opportunity is the redesigning of schemes for new specs</p> <p>Need to join up our classroom practice with reporting cycle. Evidence for 'character education' is compelling and the CODE for learning has particular strengths for pp pupils who may not have as much encouragement at home</p>	<p>As above</p> <p>Department review meetings used to discuss integration of both growth mindset and CODE in lessons/schemes of work</p>	<p>MNB/REM to check as dept schemes are reviewed</p>	<p>In department review meetings end of academic year 2016/17</p>
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D <i>Improved engagement with whole school community</i>	1 systematic provision of resources/ed visits to enable full engagement with class and access to curriculum via HOS; emphasised again in Autumn term and in Jan 17 training day where 'role of teacher/HOS' underlined	This was felt to lack a systematic approach and HOS vary in how proactive they are. Training should leave no room for ambiguity in terms of provision of materials for all pp pupils in classes taught in the dept.	Regular email reminders to emphasise the importance, especially at key times eg exams for revision guides	REM/KTD	End of academic year 2016
Total budgeted cost					£58,977
i. Targeted support					
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?

<p>A <i>Improved PP achievement in En Ma and EBacc in L,M,U Prior Attainment</i></p>	<p>1 Core En/Ma groups in place of MFL</p>	<p>Evidence that weaker pupils will need more than the given curriculum time to perform well in the new En/Ma at GCSE. One to one tuition is in the EEF's top 10 list of interventions, with +5 months of progress on average</p>	<p>PR reviews give opportunity for review of Core En/Ma lessons</p>	<p>REM/HOS</p>	<p>Year 10 – 3 times/year Year 11 – 2 times/year</p>	
	<p>2 One to one and small group En/Ma targeting lack of progress,prioritising pp pupils</p>	<p>As above; specifically targeting pp pupils with a view to achieving Ebacc</p>	<p>PR reviews give opportunity for review of one to one/small group En/Ma</p>	<p>REM/HOS</p>		
	<p>3 One to one and small group MFL,targetting pp pupils</p>	<p>As above; specifically targeting pp pupils with a view to achieving Ebacc</p>	<p>PR reviews give opportunity for review of one to one/small gorup MFL</p>	<p>REM/HOS</p>		
	<p>4 Mentoring by form tutors, HOY and newly appointed progress champions for KS4</p>	<p>Although mentoring is not widely supported in the EEF reviews, St Aidan's has a record of successful mentoring programmes (see CK mentoring evaluation)</p>	<p>PR reviews give opportunity for review of mentoring</p>	<p>REM/HOY</p>		
	<p>5 Learning mentors for KS3 (newly appointed) and KS4 for 'harder to reach' groups to work out tailored curricula in order to maximise outcomes for pp pupils; use of dedicated areas in school eg LS, ILC, FLC</p>	<p>Small but significant cohort who are 'hard to reach' are the group whose results in 2016/17 pulled down the pp results on most measures (mid ability). Tailored curricula and dedicated areas support their complex needs, under the supervision of a learning mentor; this has been extended to KS3 on the basis that early intervention is more successful.</p>	<p>PR reviews give opportunity for review of work of learning mentors</p>	<p>GMS/CK</p>		<p>In reality, this is reviewed frequently as needs change; formally reviewed at PRs and in appraisal interviews</p>
	<p>6 Counselling (Chaplain and external agencies) and other external agency support for eg to deal with anxiety</p>	<p>Strong evidence for talking therapies, and a rise in anxiety related disorders</p>	<p>Currently (Autumn 2016) awaiting appointment of new school Chaplain</p>	<p>GMS</p>		

<p>B</p> <p><i>Improved attendance of pp pupils across years 7-11</i></p>	<p>1 Progress Champions, HOY, inclusion managers in KS3 and KS4 target students and work on reasons for non attendance/lateness, offering some bespoke curricula including education off site eg Veloheads</p>	<p>Poor attendance highlighted in RAISE data as relatively poor; reasons are complex and various so external help has been brought in to advise pastoral staff</p>		GMS/CK/HOY	Reviewed at end of academic year 2016/17
	<p>2 Work with external agency (JustB) to improve attendance of hardest to reach group</p>			GMS/CK/HOY	Reviewed at end of academic year 2016/17
	<p>3 Early careers guidance for pp pupils and their parents year 9 onwards in order to increase focus on next steps and achievement eg post 16 transition routes</p>	<p>On the basis that a lack of focus and drive can cause absenteeism, careers have increased their capacity to see pp pupils earlier than previously.</p>		REM/DB	Reviewed at end of academic year 2016/17

C <i>Improved independent study skills of pp pupils</i>	1 Tuesday (study) club run by HLTA/teacher every week; targeted intervention for pp pupils and some others, identified at PR.	Evidence showing harmful effects of mobile phones/social media, especially its impact on studying and revising. This gives pp and other pupils a safe and undisturbed place/time to study and is supported by refreshments and friendly staff	Run on a weekly basis by experienced TA/NQT	ER/REM	Weekly (informally) to monitor behaviour and work ethic and adjust as necessary; formally reviewed end of academic year
	2 Progress Champions at KS4 and mentor to help with Organisation and Determination (learning behaviours in school CODE system)	School reporting system clearly shows students whose 'behaviour' (Community) is good but whose other learning behaviours are not. These students are targeted as needing help to organise themselves and be more resilient.	Careful appointment in Autumn term of experienced middle leaders to these roles; worked with existing mentor and liaising with senior leader	PPA/JEB/REM	As above
D <i>Improved engagement with whole school community</i>	1 Form tutors, HOY and mentors/progress champions identify opportunities to fund extra curricular and ed visits for pp pupils	For opportunities that are not necessarily classroom/subject based, help is offered sensitively eg take up of main year group trips such as Ardeche trip in year 11	Experiences and sensitive staff deal with pp pupils carefully,taking care to offer opportunities without singling out and causing any distress	HOY/GM	Termly
Total budgeted cost					£85,895
ii. Other approaches (whole school strategies)					
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?

<p>A</p> <p><i>Improved PP achievement in En Ma and EBacc in L,M,U Prior Attainment</i></p>	<p>1 Work of literacy co-ordinator in key words and literacy marking, using dept literacy reps to disseminate and train other staff</p> <p>2 Whole school 'head's detention' added to sanctions for 2016/17. This runs weekly and is to be used after HOS/HOY intervention; staff encouraged to use planners to record all missed work, low level disruption etc.</p> <p>3 Whole school data review system (PRs) and intervention meetings where pp pupils reviewed in detail as a priority group</p>	<p>Importance of literacy for accessing the whole curriculum is well documented. RISE project has been instrumental in providing research evidence to help our literacy strategy.</p> <p>Staff encouraged to deal with low level disruption at department level in the first instance; existence of Head's detention should encourage them to use their own sanctions in the first instance.</p> <p>Early intervention for lack of progress is better than later intervention; where only 1 progress review exists in a year group (years 8 and 9) an extra 'health check' has been added and pp pupils are reported on separately in addition to the main PR</p>	<p>Regular calendared meetings with literacy co-ordinator and dept reps, followed by time in dept meetings to feed back and implement strategy</p> <p>Heads of year filter requests for Head's detention, checking dept sanctions have been put in place first and that planners have recorded incidents</p> <p>Senior leaders monitor and run intervention meetings, co-ordinate the activities of pastoral and academic staff.</p>	<p>RML/REM</p> <p>JW/HOY</p> <p>REM/KTD</p>	<p>End of academic year</p> <p>As above</p> <p>As above</p>
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C <i>Improved independent study skills of pp pupils</i>	1 Better use of library facilities by KS4 pupils especially, by compilation of 'info for parents' doc, listing texts and other resources that pupils can work on in the library, with the support of the librarian after school	Existing resource not well used and information not well communicated to parents (as per parents; T and L group); information document aims to redress this and pp pupils especially are given the opportunity to access resources in the library, as well as at home	Info for parents doc to write and send home, communicate with parents and pupils.	REM/HOS	End of academic year
	2 Library tours for KS4 to emphasise the role of the library for private study; creating of a KS4 area	Dedicated study space for KS4 should encourage use of library for private study by these year groups.	Librarian will be involved and form tutors will be schedules to take library tours	PPA (HOY year 10 and Progress Champion)/REM /KR	As above
D <i>Improved engagement with whole school community</i>	1 interview yr 6 parents at transition re pp funding and how St A plans to help their child; invite open dialogue at this early stage, rather than responding to need	Early identification of pp pupils and open dialogue with parents should avoid misunderstandings about the purpose of pp funding and open the way for further conversation as pupils progress through school and are offered more support. Sensitivity is important and senior staff will be briefed carefully prior to interviewing new parents	During scheduled new intake interviews in July, senior staff will be alerted to parents of pp pupils and will take the opportunity to explain St Aidan's response to its pp pupils, setting out what support is available and who to liaise with.	GMS/KTD/REM	End of academic year
	2 KS3 and KS4 information evenings for all parents to explain the curriculum and provision, in addition to parents; evenings.	Parents' T and L group feedback informed this decision; 'how do I help my child' is a focus for this year.	Termly meetings with parents' group	REM/MNB	End of academic year; evaluations completed 2015
Total budgeted cost					£11,263

6. Review of expenditure (£102 793)

Previous Academic Year

2015/16 For summary of evaluation see [here](#)

iv. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A Improved PP achievement in En, Ma and EBacc in L,M,U Prior Attainment	Set up group to review teaching of Maths in KS3 to LPA	This began with KTD/Head of KS3 and HLTA for KS3. HLTA partly redeployed during the academic year due to staff illness. New scheme of work for KS3 Maths and English .	Work has begun but needs to continue (see 2016/17), probably most effectively with growing links with MAT primary schools	Staff time KTD/DW/ RML/HLT A £18.060
B Improved attendance of pp pupils across years 7-11				See later for Wellspring DO £3,396

<p>C Improved independent study skills of pp pupils</p>	<p>CPD staff workshops in house on meta cognition and self regulation</p>	<p>Well received by those who attended; evaluations are positive.</p>	<p>Needs to be rolled out to more staff and key messages reinforced. To continue</p>	<p>Staff time Training costs £2,704</p>
<p>D Improved engagement with whole school community</p>	<p>Extra curricular opportunities offered within subject areas</p>	<p>PP pupils funded but not systematically eg history trip funded, PE equipment funded, revision guides funded, Ardeche part funded</p>	<p>Needs to increase awareness for all HOS that pp pupils need to have these offers made routinely – staff training needed</p>	<p>Funded & part funded extra curricular activities £13,754</p>

v. Targeted support

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
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<p>A Improved PP achievement in En, Ma and EBacc in L,M,U Prior Attainment</p>	<p>Curriculum Support - The provision of three dedicated learning sites supported by an Inclusion Manager and TAs. The dedicated sites are Learning Support, ILC and FLC. TAs and teaching staff work 1:1 with individuals on life skills, literacy, numeracy and support for external exams.</p> <p>Smaller learning groups in En/Ma for disadvantaged/vulnerable</p> <p>External Courses - Providing vocational courses at Harrogate College to support students with an alternative curriculum.</p> <p>Physical Space –provision of area converted for needs of vulnerable students (extra space by ILC).</p> <p>Learning Support area, Get Organised club and small teaching groups.</p>	<p>KS4 model is in place; flexible enough to deal with changing situations and needs as they arise. Overall 2016 GCSE results here; mid ability pp highlighted as low achieving against national comparison. Core Maths groups show positive residuals, peer tutoring initiative in year 10 class</p> <p>Vocational offer has been well received</p> <p>LPA in KS3 show En/Ma levels improving and catching up; PR data</p>	<p>Needs constant monitoring/changing as harder to reach pp pupils' needs change regularly</p> <p>Consider recruiting a KS3 inclusion manager to mirror the KS4 model</p> <p>Staff absence requires new appointment to oversee this work in ILC</p> <p>Peer tutoring yet to be fully evaluated; Core Maths group moved to a new project in terms of recall</p> <p>Funding changed and curriculum changed (no more Single Science) so time for Hgt college limited. Need to consider alternative curriculum offers</p> <p>Need to pursue more KS3 work for lower ability as new GCSEs more challenging; 'get organised' club to continue</p>	<p>Staff in ILC, FLC, TAs and Inclusion manager, i/c ILC Staff for small group maths/en g and Core Ma/En</p> <p>Hgt college provision</p> <p>physical alteration</p> <p>TA time £72,941</p>
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<p>B Improved attendance of pp pupils across years 7-11</p>				<p>£1,829 Careers</p>
<p>C Improved independent study skills of pp pupils</p>	<p>Materials -Provision of materials for PP students in specialist subject areas i.e. food/art. Revision guides have been purchased for those taking public examinations.</p>	<p>Sporadically provided materials</p>	<p>Needs to be more systematic via HOS, mentors, form tutors</p>	<p>Materials Cost included in Targeted support resources</p>

<p>D Improved engagement with whole school community</p>	<p>Nurture - On-going support for our more vulnerable students by employing another teaching assistant to work with individuals at risk of not meeting expected levels because of emotional and behavioural needs. This is in addition to facilitating the learning of students with complex needs through internal and external support and staff training e.g. attachment disorder. This involves personal programmes and working with outside agencies.</p> <p>Pastoral - Provision of counselling and 1:1 support addressing emotional barriers to learning. Support purchased from an outside provider and additional chaplain hours. This year we increased the hours of support available to vulnerable students through engaging the services of an accredited counselling support service (Wellspring) and by employing the Chaplain. Heads of year monitor and record impact on Pupil Premium children.</p>	<p>Case study material shows mixed results but some successes. See mentoring (CK) evaluation and other case studies (GMS).</p> <p>As above Some 'light touch' mentoring added by heads of year using form tutors</p>	<p>On-going for the small but significant group ie 4-6 pupils in each year group that are 'hard to reach' pp pupils. Can be low, mid or high prior attainment</p> <p>Needs more for provision for less complex pp pupils, to keep learning behaviours (CODE) good; identified in PRs but not always followed up. Recruit 'progress champions?'</p>	<p>Payment to outside agencies, TAs outside agencies, £3,420</p> <p>TAs, pupils premium champion, HOY time £34,136</p>
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vi. **Other approaches (whole school strategies)**

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
A Improved PP achievement in En, Ma and EBacc in L,M,U Prior Attainment				Already included in above costings
B Improved attendance of pp pupils across years 7-11				Already included in above costings
C Improved independent study skills of pp pupils				Already included in above costings

<p>D Improved engagement with whole school community</p>	<p>Careers - Additional support time for disadvantaged Y10 and Y11 students to work on post-16 transition routes.</p> <p>Enrichment -Enabling participation in school trips including residential trips, theatre trips etc.</p>	<p>Year 10 and 11 routinely seen first and with parents</p> <p>Opportunities have been funded and part funded during the year</p>	<p>Transition routes more clearly identified and identified earlier, with support. Gives more of a focus. To extend to year 9?</p> <p>Needs to be more systematic. Further staff training needed</p>	<p>careers provision £185.00</p> <p>Ed visits funded and part funded Already included</p>
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7. Additional detail

- 'The Pupil Premium 2016-2017' GMS
- Case studies (JMR/GMS)
- Mentoring evaluation (CK)
- Pupil premium booklet Jan 17 (REM)

Annex 3: School visit template

[Insert school name] School visit [insert date]	
<p>Summary of school's existing areas of focus and approaches</p>	<p>Area one:</p> <p><i>Focus: e.g. Improving reading levels</i></p> <p><i>Strategies: Reading comprehension and peer tutoring</i></p> <p><i>Success criteria: Gap in expected level in reading, between disadvantaged pupils and others reduced by 6-9 percentage points</i></p> <p>Area two: Focus:</p> <p><i>Strategies: Success criteria:</i></p>
<p>Summary of how effectively school uses evidence to identify effective approaches</p>	<p>Area one:</p> <p><i>E.g. Evidence from the EEF toolkit shows that both these strategies are effective relative to their costs – particularly for upper primary children.</i></p>
<p>Names of key people to speak to and outline itinerary</p>	

During the review, the reviewer may work with the school on all or some of the following areas as appropriate.

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p>Pupil characteristics</p> <ul style="list-style-type: none"> • Interview with pupil premium co-ordinator (PPCo) or member of staff with PP responsibility • Published data 	<p>What is the overall number and proportion of pupil premium eligible pupils within the whole school population?</p> <p>What is the two/three year pattern in eligibility for pupil premium?</p> <p>How well does the school know the eligibility data and patterns?</p>		
<p>Achievements</p> <ul style="list-style-type: none"> • Interview with PPCo • Published data • Current progress data • Lesson observation and work scrutiny 	<p>How well does the school make use of evidence including the EEF toolkit?</p> <p>Do evidence-based systems for evaluation of impact exist?</p> <p>What is the progress of disadvantaged pupils relative to their starting points?</p> <p>How quickly are attainment gaps for disadvantaged pupils closing compared to the national average?</p> <p>What story does the current data tell?</p>		

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?

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p>Leadership & Management</p> <ul style="list-style-type: none"> • 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 	<p>How well does the school make use of evidence including the EEF toolkit?</p> <p>Do evidence-based systems for evaluation of impact exist?</p> <p>How effectively does the school identify priorities for pupil premium funding?</p> <p>How well matched are the school's strategies with the perceived barriers to learning for disadvantaged pupils?</p> <p>How ambitious are the targets for disadvantaged pupils?</p> <p>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?</p> <p>How effective are the strategies used and how does the school evaluate them?</p>		

Area (including sources of evidence)	Suggested questions and areas to explore	Strengths	Areas for development
<p>Teaching</p> <ul style="list-style-type: none"> • Lesson observation/ learning walks, to include work scrutiny and discussion with teachers • Observation of out of class interventions • Current progress data 	<p>How well do class teachers plan for disadvantaged pupils within lessons and for targeted interventions?</p> <p>How effective are teaching assistants in implementing strategies and raising attainment and progress of disadvantaged pupils?</p> <p>Are parents/carers and multi professionals involved in these discussions?</p> <p>How well does the school plan for and achieve quality first teaching for disadvantaged pupils?</p> <p>Where out of lesson interventions take place, how does the school evaluate impact?</p>		
<p>Behaviour & safety</p> <ul style="list-style-type: none"> • Learning walk and discussion with PPCo • Scrutiny of behaviour records 	<p>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> <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>		

<p>Evaluation of impact, drafting action plan and next steps</p> <ul style="list-style-type: none">• Discussion with HT/ CoG/PPCo	<p>How well is pupil premium funding used to:</p> <p>Ensure quality first teaching and above expected progress?</p> <p>Support effective interventions? Widen opportunity?</p> <p>What support can the reviewer offer for action planning and ongoing monitoring of the plan?</p>		
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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.

[Insert school name] School's Pupil Premium Action Plan [Insert school year]			
Headteacher name:		Signature:	
Chair of Governors name:		Signature:	
Reviewer name:		Signature:	
Date of pupil premium review:			
Pupil Premium Profile [Insert school year]			
Number of eligible pupils:			
Amount per pupil:			
Total pupil premium budget:			
Executive summary			
<p>Reviewers may wish to include the following:</p> <ul style="list-style-type: none"> • 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

Annex 4a: Action plan template (2 of 2)

Approach	Outcomes and success criteria	Owner	Milestones	Completed	Review date	Cost per pupil	Total cost
<i>e.g. Reading comprehension and peer tutoring</i>	<i>- Improved engagement and attainment of y5 disadvantaged pupils</i> <i>- Reduce gap by 6-9 percentage points</i>	<i>Head of KS2</i>	<i>Design and deliver training to teachers and TAs</i>	<i>01/12/2014</i>	<i>01/02/2015</i>	<i>£100</i>	<i>£1500</i>
			<i>Identify and work with peer tutors</i>	<i>04/01/2015</i>			
Total pupil premium expenditure:							

Agreed date for follow-up visit		
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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?


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.

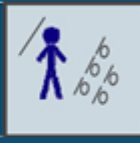
1. Whole-school ethos of attainment for all: Schools have an ethos of high attainment for all pupils and avoid stereotyping disadvantaged pupils as all facing similar barriers or having less potential to succeed.




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.



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

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.

Reflection: Conducting pupil premium reviews in special schools

Introduction

This case draws on the views of a headteacher of a special school who is also a pupil premium (PP) reviewer, and a case of a special school and how it has deployed its pupil premium funding. It offers those conducting a PP review in a special school a perspective on potential challenges and how these might be managed and a set of helpful considerations drawn from experience.

Reflections from Gill Robinson, OBE, Castle Hill School and Teaching Schools Council representative for Yorkshire & the Humber

In carrying out a PP review in a special school setting, the challenges and considerations that need to be taken into account may vary in scale according to the setting, for example in reviewing grant expenditure in a school for pupils with moderate learning difficulties (MLD) compared to a school for those with profound and multiple learning disabilities (PMLD).

All pupils in a special school face particular challenges; because attainment is low owing to each pupil's learning disability those who attract the pupil premium do not stand out as low attaining as they often do in mainstream settings. This might be less evident in MLD schools but will be more pronounced in severe learning difficulties (SLD) and PMLD schools where such a gap might not be evident. In addition, pupils in the latter settings especially will have a highly personalised curriculum comprised of multiple interventions.

This means that schools will need to carefully consider what they are going to provide additionally to aid a pupil's achievement and/or development as existing provision is already specifically focused on needs and barriers. While mainstream schools might be able to refer to, for example, the EEF's Teaching and Learning Toolkit for intervention evidence and guidance, this would be of little value to, for example SLD and PMLD schools, due to its mainstream-focused evidence base.

With individualised curriculums in many instances, there might not be such an evident focus on interventions that directly relate to raising attainment as these are already included in a pupil's curriculum. Rather, it might be that schools are using the grant to fund participation in activities outside of the school that, for example, aid pupils' engagement and extended concentration; the expectation being that these, in turn, will support their skills and capacity to achieve academically. A case example of how the PP has been used in one school follows and illustrates considerations around deployment within one context.

Case example:

In one SLD school, one of the challenges faced was evaluating the degree to which the social background of the pupil affects achievement. It considered the extent to which social background was either a greater limiting factor than, or provided different challenges to, the learning disability. This informed how the PP could be utilised in such a way as to have a meaningful effect on individual achievement as barriers to learning are primarily developmental rather than social and affect all pupils, not just those from particular social backgrounds. To make best use of the PP, it looked beyond the school, and the notion of achievement being focused on the acquisition of skills and knowledge, to the application of that which has already been learned, in particular within functional contexts. This was where it could see that the pupils' social background may begin to influence their ability to maximise their potential, particularly around the further development of socially-appropriate behaviours and socially-based communication.

Access to effectively-staffed, developmentally and age-appropriate social opportunities can be limited, expensive, and potentially logistically challenging for families without private transport. Yet without access to these types of social experiences, there is a risk that children may not be enabled to functionally apply the social and communicative skills being developed in school. In this case the decision was taken to use some of the PP to further develop the role of the Out of School Liaison Officer, with an emphasis on securing grant funding to reduce the cost of access, and to act as a broker between the providers of social opportunities and the families who may want to take them up, but who have practical barriers to overcome.

This has been directly focused on the recipients of the PP, but not exclusively so. These type of opportunities are of value to all, so whilst the school prioritised those pupils who qualify for the PP, others have also benefited. As such the school has seen an increase in pupils accessing after school social opportunities, residential visits, (including those abroad), and the opportunity to participate in work experience placements.

The challenge for the reviewer, as illustrated in this case example, is to both understand the nature of pupils' specific needs and barriers to their learning and the decisions a school has made in deploying funding to meet and address these. It is then to understand how effective these decisions have been in terms of implementing provision that has impacted on pupils' achievement and/or development. This consideration of effectiveness will require the reviewer to understand how the school is measuring impact and whether such measures are valid. A challenge in this respect is appreciating the range of measures that might be used. This might include attainment and achievement measures recorded through use of RAISEonline in some settings, commercial software packages, a school's own systems or the DfE's progression guidance, however in SLD and PMLD settings this would likely focus more on individual case studies, especially as pupil numbers tend to be small. Evidence of impact measured may well be presented through the use of soft data focused on, for example, increased engagement or social skills development. Reviewers need to be mindful that the nature of progress is in itself also

potentially complex in special schools, for example with respect to pupils that have degenerative conditions, or those that have medical needs which impact significantly on attendance.

In assessing data presented by the school, the reviewer will need to appreciate the nature of these and how these meaningfully assess impact of expenditure. The school's report to parents on its website will be a starting point for this and serve as a helpful prompt for questions the reviewer might ask those at the school. The reviewer will want to arrange meetings for the school visit not only with the headteacher but with staff who play a critical role in implementing provision identified. These would likely include a sample of teachers and learning support assistants as well as those who hold management roles associated with provision and impact evaluation. Policies on the school's website might assist with identifying such roles.

Gathering information from different sources in this way enables the reviewer to gain a triangulated perspective on how well expenditure has been targeted on a pupils' specific needs, how well provision has been implemented and the quality of data that have been collected to evidence this. While there might be written case studies or statements of intervention impact documented, the ability of individuals to articulate needs, provision and impact of expenditure helps legitimise and validate what has taken place and the difference it has made. Questions that a reviewer might ask include:

- What are you providing that is different for PP pupils from non-PP pupils and why?
- Which group of people has made the decision on expenditure?
- Why have you chosen these particular interventions and for these periods of time?
- What data did you collect to provide evidence of impact?
- What is the evidence of improvement from when the intervention started to its conclusion?
- How do you know when to stop or change an intervention?

In assessing impact, reviewers may also need to be mindful that data gathered might or might not justifiably represent an associated or causal link, for example in one school a group taking riding lessons coincided with good progress in maths, but the link was, the school considered, coincidental. Impact data therefore need to be carefully analysed and interpreted. As well as gaining staff perspectives, the reviewer will also want to establish how well governors have been informed about PP expenditure and are able to articulate their understanding of its deployment and impact. This might be gained through dialogue with the Chair of Governors or the governor with responsibility for the PP.

In summary, while there are complexities for the reviewer in carrying out the role in a special school, equally this case sets out considerations that will aid the formation of robust judgments. If the reviewer is from a mainstream context, they may well wish to seek advice from a colleague in a special school to aid their knowledge and understanding of aspects of provision and measures of impact.

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

Introduction

Reviewers carrying out a review in a school that has nursery provision will need to keep in mind that there are significant differences between the Early Years Pupil Premium (EYPP) and the pupil premium, both in terms of the funding amount and when this is allocated. In this case study example, the local authority allocates the EYPP retrospectively on a termly basis upon successful receipt of parental applications

This case study explores how a nursery school and family centre has deployed its EYPP. It aims to aid reviewers in considering strategies that might be used in nurseries (both nursery schools and nursery classes in primary schools) and how the impact of these might be evaluated.

Reflections from Lesley Curtis, Everton Nursery School and Family Centre and Teaching Schools Council representative for the North West

The setting is based in an area of substantial disadvantage based on the government's English Indices of Deprivation, being in the top one per cent of the top ten per cent most deprived areas in the country.

The setting's leader identified the focus for EYPP expenditure to be improving the speech, language and communication skills of eligible children. This was a setting improvement plan priority based on baseline data analysis priority. It was also a city-wide improvement focus. Many children attending the setting have developmental issues in this prime area of the Early Years Foundation Stage (EYFS) - communication and language –due, for example, to extended dummy and bottle use affecting articulation of sounds. This can result in significant deficit in terms of age-related developmental expectations.

Although there could have been other areas the EYPP might have been used to fund, this was the single-most important priority for these children so that their language acquisition could be accelerated and their opportunity to be school-ready improved. Children's speaking, listening, taking turns in conversation and using vocabulary in the correct contexts were all key skills targeted.

As the EYPP in this case is received retrospectively on a termly basis, this strategic approach was funded using the setting's main budget, subsequently paying this back as the EYPP was received. This meant they could fund the desired intervention to meet children's immediate needs, rather than wait a term before purchasing this. This was a calculated risk as EYPP allocations are reliant upon accurate completion of forms by parents that are submitted to the local authority each term. Incomplete or inaccurate

applications can impact on EYPP received in this LA area⁷, as can subsequent changes to parents' circumstances.

The setting engaged the services of a speech and language therapist to augment their own work. This provided additional support that was specifically focused on closing the gap for EYPP children. The gap was measured in terms of age-related development as some children were 20 months behind expectations (for example, at age three, 16 months instead of 36 months). The children were assessed using a red, amber or green rating based on their levels of need which then informed the level of intervention and specific strategies to meet specific needs. For example, those rated red received the highest level of 1:1 intervention. All children in the setting were rated either red or amber.

This provision included:

- Carrying out a detailed baseline analysis of children's language capabilities: assessing the extent of their existing vocabulary and reporting this to parents
- Using this baseline tool to inform specific intervention work required
- 1:1 speech and language work
- Training for staff so that they could support language development in the classroom
- Advising parents so that they could support language development at home using activities from the programme packs

Where 1: 1 support was not needed as much, the EYPP was used to purchase classroom resources that would support language development such as objects to stimulate positional and comparative language use. It was also used to purchase the commercial packs used by the therapist and staff.

Monitoring of impact was tracked at certain points based on the children's birth dates. This made measurement more appropriate as EYFS age-related expectations could be used. Quantitative data have shown, for example increased vocabulary, while qualitative data have shown children's ability to verbally construct sentences of greater length, improved listening skills and improved turn-taking in conversations. The influence of the programme on other areas of development has also been assessed through the use of case studies. While causality between the intervention programme and children's development in other areas might not be definite, as there are other aspects of provision that act as variables, the setting considers potential influence could be ascribed.

⁷ It is important for reviewers to note that local authorities are only required to check eligibility when a provider or parent informs them that they might be eligible and then again in the academic year when the child is taking up their 4-year old entitlement.

While they selected to deploy the EYPP in this way, each nursery will make its own decisions on how it might best be deployed in their specific context to support eligible children's needs. It might be that it funds supplementary access to existing provision, or additional provision to which this group of children might not otherwise have gained access. Nurseries may, for example, deploy the EYPP to fund interventions such as an artist in residence or specialist music and singing sessions to develop creativity, or an outdoor learning programme to widen children's experiences. In cases where access to such provision might be for all children, such as an artist in residence, supplementary provision would need to be evident for those eligible for the EYPP. For reviewers, whichever approach a nursery adopts, the questions to be asked and principles underpinning these are the same:

- What are you using the EYPP for and how has it been specifically used for eligible children?
- Why did you make that choice to best meet eligible children's needs - which data/sources of evidence were used to inform this decision?
- What difference has it made to the children's learning and development within the seven areas in the EYFS and how do you know? What were the baseline data used, and which measures – quantitative and/or qualitative - were used to assess impact?

Reviewers should look for how the latter point has been documented by the nursery, for example through using individual case studies and/or tracking of children's development across the EYFS seven areas of development. Evidence is likely to be most rigorous when it can quantitatively demonstrate a closing of the gap between a child's developmental age and their chronological age.

While mapping this and making causal links might be challenging for nurseries in some cases, reviewers will want to engage in discussion with those responsible for EYPP deployment at two levels to evaluate impact of expenditure on children's learning and development:

- the strategic level: headteachers and governors
- the operational level: teachers and support staff

In this case study example, a support assistant is working alongside the speech and language therapist and so would provide an informed view of impact on individuals.

For reviewers who do not have expertise in the early years, the [EEF Early Years Toolkit](#) provides helpful guidance on how nurseries might deploy the EYPP.

Effective practice: Use of the service pupil premium

Introduction

The Department for Education (DfE) introduced the Service Pupil Premium (SPP) in 2011, for maintained sector schools in England as part of the commitment to delivering the [Armed Forces Covenant](#).

State schools, academies and free schools in England, which have children of service personnel in school years Reception to Year 11, can receive the funding, which is designed to assist the school to provide mainly pastoral care for these children. The SPP is currently £300⁸ per child of service personnel, paid directly to the school.

The SPP is seen as an additional means of helping schools to provide the support the children and young people, with parents in the armed forces, need. These challenges are often unique to service children and are usually associated with deployment or mobility within the service family.

The use of the SPP in a primary school

Following an assessment of individual pupil needs, part of the school's Service Pupil Premium is used to fund a Parent Support Advisor (PSA) to help ease the transition, induction and on-going needs of service families within the school community. The SPP is also used to part fund a Multi-Agency Support Team which provides a range of therapeutic support for the children and their families.

Teachers and the PSA identified a number of Foundation Stage service families as having vulnerabilities relating to deeply-rooted well-being issues. In order for these families' children to be able to continue to develop good learning and accelerate progress, their parents needed support to help nurture and guide their children whilst having affirmation that they were indeed good parents. These families are now part of a weekly self-help group, facilitated by two therapists, to help equip them with coping strategies and to build up their resilience to the issues and challenges they will face. Some non-service families are also part of this group, helping to promote the integration of non-service and service families. The families' attendance levels at the group is excellent and though it can be challenging for individuals at times, families have felt valued and empowered to be good parents and to deal with challenges as they arise.

The school also uses SPP to fund a weekly "Keeping In Touch Club" for those children who have a family member in the services. For example, Richard⁹ has found these

⁸ Figure correct at time of publication

⁹ None of the names in this effective practice guide are those of real children

sessions particularly valuable during his dad's deployment as he has been able to chat with his friends, some of whom are in a similar situation. He has especially enjoyed emailing school work to his deployed dad and also being able to send his school report to his dad to read even though he was on the other side of the world.

Often, service children can arrive in school mid-year. After she joined the school mid-academic year, Emily became involved in a peer buddy support network and the school initially focussed on assessing where the starting points in her learning should be. She was given a dedicated member of staff who, with the PSA, has made Emily and her family feel welcome and supported. In addition, Emily did have some identified gaps in her Maths learning, which are now being addressed by the SPP - funded teaching support. This intervention has meant that her progress has been above the levels that were originally expected.

The school's membership of HMS Heroes, a service pupil voice group, allows the school to promote in-school and inter-school peer support to celebrate the identity of service children within their school community, to promote their social and emotional well-being, their levels of resilience and their sense of belonging. As an example, Henry has been picked as one of the school representatives and feels that he has found a position of responsibility which has helped boost his confidence and sense of achievement.

The above examples highlight some of the many ways in which the Service Pupil Premium can be effectively used to help fund, support and guide a child from a service family through the distinct issues, challenges and changes they may encounter. It also acts as an example of how schools can report upon how the SPP has been effectively allocated in their schools.

Ultimately, children and young people from service families should not be disadvantaged simply because a parent/s faces deployment or multiple mobility events. They should be supported to ensure 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/>)

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](#).



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