



**Learn-AT**  
Learning ~ Fellowship

## **Learn-AT Pupil Premium Strategy**

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## Acknowledgements

**We acknowledge with grateful thanks the help we received from Derby Diocesan Academy Trust in the preparation of this document.**

## Foreword

### Foreword

*'A nation's greatness is measured by how it treats its weakest members.'*

Mahatma Gandhi

As for nations, so for schools. In Learn-AT schools, our aim is that **all** learners achieve at least the standard expected for their age in reading, writing and maths, and that **every** pupil makes very good progress from his or her starting points in all aspects of their work and development.

This is an aim for **all** members of staff – both teaching staff and support staff. Raising the achievement and improving the life chances of disadvantaged learners is the responsibility of every member of staff, whatever their role.

Learn-AT trustees and members of school governing bodies similarly have a responsibility to ensure that schools in the Trust all give a high priority to the education of disadvantaged learners and are implementing research-based strategies effectively.

The Trust has a strong record in basing its work on solid research and nowhere is this more important than on policies relating to the effective education of the disadvantaged. The Education Endowment Foundation and other sources cited in Appendix 5 below, and elsewhere in this document, provide clear evidence of how to spend the Pupil Premium most effectively.

The comparative data on the achievements of disadvantaged learners and their more fortunate peers are stark and the gap widens as the children get older. It is both our responsibility and our privilege in schools to work towards the closing of these gaps, to provide each individual disadvantaged learner with knowledge and skills and to develop their personal qualities so that their attainment and life chances are improved.

This document sets out clearly how we all, as members of Learn-AT, can work most effectively to bring about beneficial change in the lives of every disadvantaged young person in our schools. It is a huge challenge for us all, but one that is rooted in our values and moral purpose as a Trust, and one that we must do everything we can to meet.

**John Dunford**

## Why this is so important - The National Context

Pupil Premium is about changing life chances

- The gap in outcomes between those pupils from the most disadvantaged backgrounds and their classmates is already evident by the time they begin school, aged 5.
- Over the next 11 years of full-time education, this gap widens.
- When pupils start school, the relative gap in reading outcomes between those from disadvantaged backgrounds and their peers is approximately 8 months.
- By the time they finish primary school, this has more than doubled to nearly 9 and a half months.
- By the end of secondary school, it has more than doubled again, to a gap of over 18 months.

### The life chances of a child born into poverty

*He is already about eight months behind his more privileged peers in reading attainment when he starts school*

He is less likely to go to university than wealthier students who live in the same area, even if he had similar exam results

*He is half as likely as to go to the top third of higher education institutions, and less than half as likely to go to a Russell Group institution.*

He is less than half as likely to achieve five or more good GCSEs than his peers

He is three times as likely to claim unemployment-related benefits at age 19

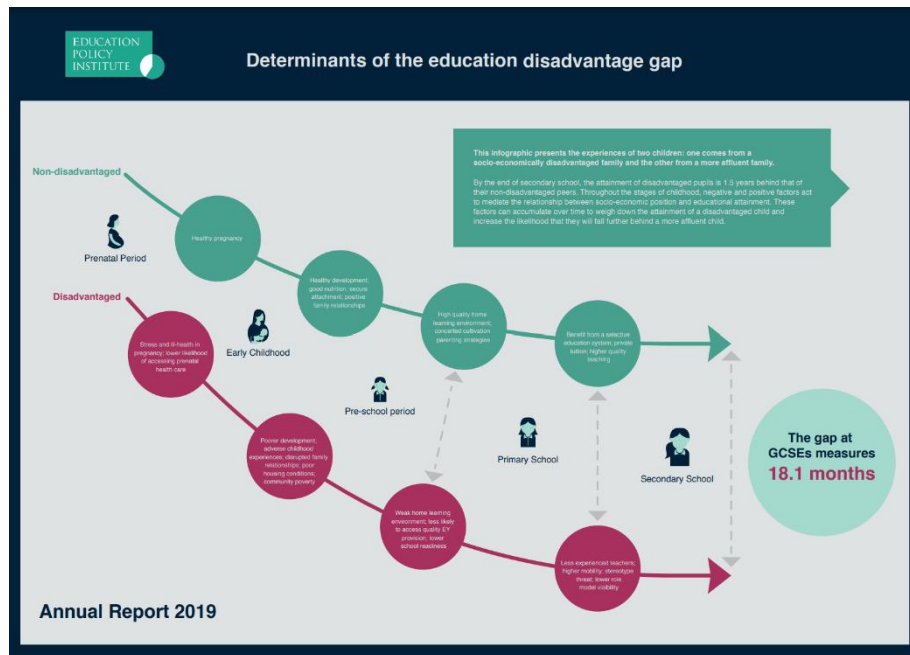
*By age 16 he will be 18.1 months behind his peers in E&M. (22.6 months for persistently disadvantaged)\**

*If he becomes a looked after child then he's more likely to go to prison than university*

By the age of 34 his earnings are estimated to be 28 per cent less.

\*FSM for at least 80% of time in school

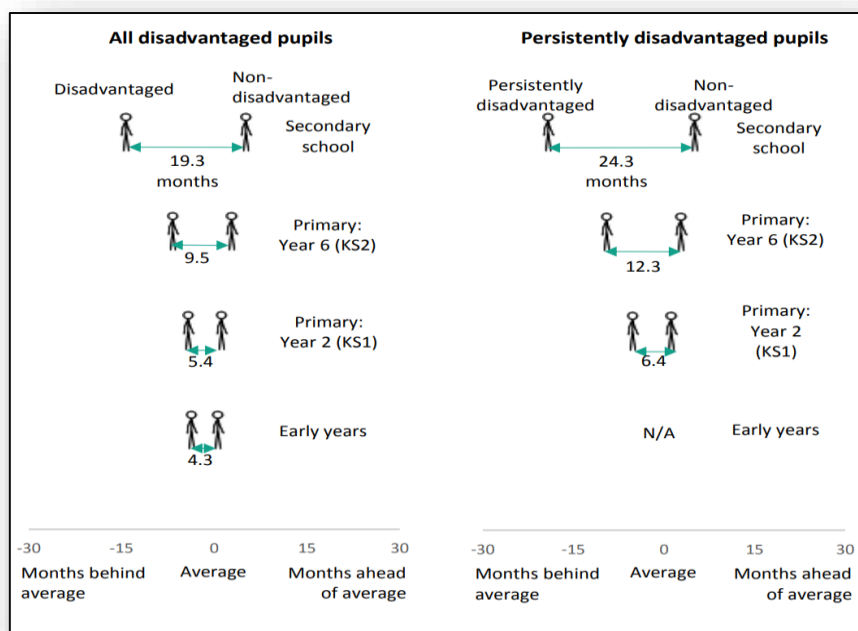




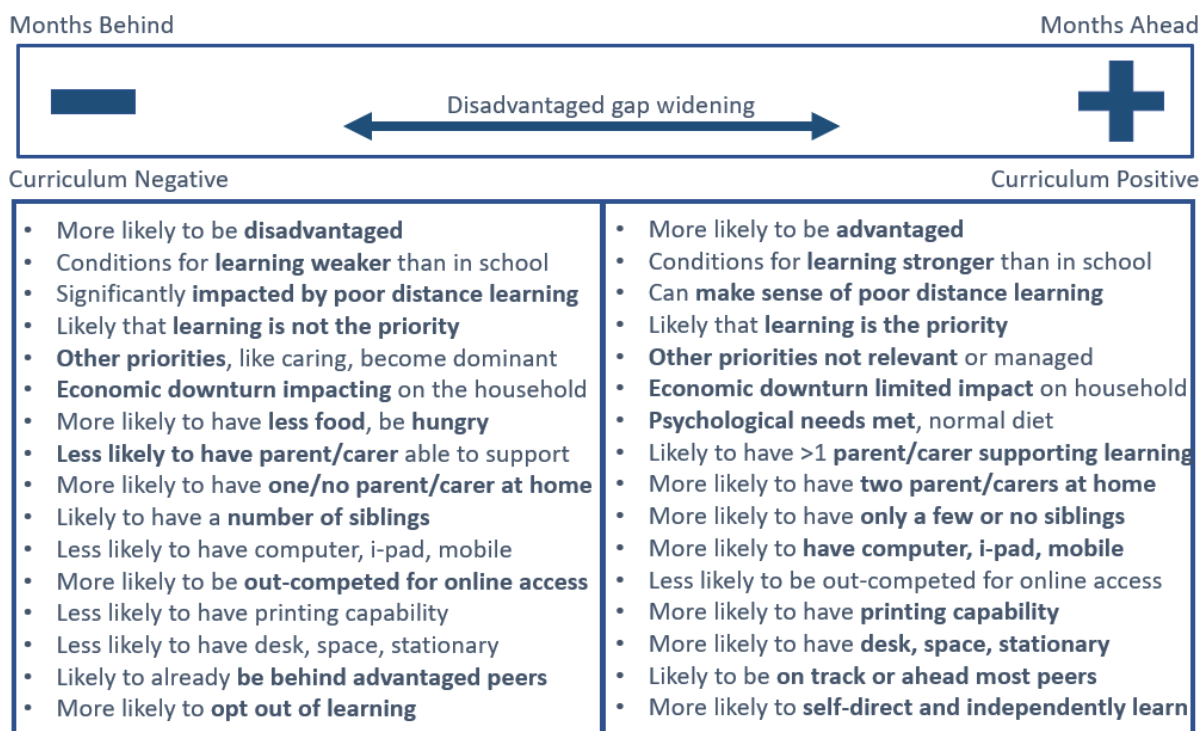
\*Education Policy Institute 2020

## ‘Not all disadvantaged pupils are equal’

The following diagram shows the average progress scores of non-disadvantaged, disadvantaged and **persistently disadvantaged pupils** – this is the attainment of these pupils in comparison to pupils with similar prior attainment



\*Sutton Trust 2021



*Dr Dan Nicholls, 2020*

This table shows Dr Dan Nicholls' comparison of the experiences of the most disadvantaged students to their peers.

## What Is Pupil Premium Funding?

Evidence \* shows that children from disadvantaged backgrounds:

- generally, face extra challenges in reaching their potential at school
- often do not perform as well as their peers
- generally, in Learn-AT schools, there is a significant gap between disadvantaged pupils and others, and this worsened during the pandemic

Pupil Premium funding was introduced in 2011 to help schools to close the attainment gap between children from different socio-economic backgrounds.

The sums of money paid to schools vary depending on whether the school is primary or secondary and which category the pupil comes under. The Pupil Premium grant is paid in quarterly instalments.

## Funding rates 2021-2022

### Early Years Pupil Premium

Early Years Pupil Premium (EYPP) for pupils who meet the eligibility criteria Looked-After Children (LAC), (previously LAC or whose parents meet the criteria for Free School Meals): **£302**.

### Pupils in Primary School

**£1,345** per pupil for each child who has been eligible for Free School Meals at any time in the previous 6 years (FSM Ever 6) and each eligible pupil who has no recourse to public funds (NRPF), aged 4 and over in year groups Reception to Year 6, except where the pupil is allocated the LAC or post-LAC premium

**Looked after children (LAC) and previously LAC (adopted from care, or under a special guardianship order, a child-arrangements order or a residence order):**

**£2,345** per pupil for each post-LAC in year groups reception to year 11

### Service children

**£310** for each pupil aged 4 and over in year groups reception to year 11, who is either Ever 6 service child or in receipt of pensions under the Armed Forces Compensation Scheme (AFCS) and the War Pensions Scheme (WPS)

### Catch up and Recovery Premium

Schools should spend this premium on evidence-based approaches to support pupils. In line with the [Education Endowment Foundation's pupil premium guide](#), activities should include those that:

- support the quality of teaching, such as staff professional development
- provide targeted academic support, such as tutoring
- deal with non-academic barriers to success in school, such as attendance, behaviour and social and emotional support

Like the Pupil Premium, schools can:

- spend the recovery premium on a wider cohort of pupils than those who attract the funding
  - direct recovery premium spending where they think the need is greatest
- Mainstream schools will get:

- £145 for each eligible pupil in mainstream education
- £290 for each eligible pupil in a special unit

Other types of eligible schools will get £290 for each eligible pupil.

The DfE has applied additional weighting to specialist provision recognising the significantly higher per pupil costs they face.

The DfE has included a minimum payment that is referred to as a 'floor' to ensure that:

- an eligible primary school will not receive less than £2,000
- an eligible secondary school will not receive less than £6,000

As with pupil premium, the funding for looked-after children will be paid to the local authority and should be managed by the [virtual school head](#).

See the [coronavirus \(COVID-19\) recovery premium allocations guidance](#) for further information about allocations and the conditions of grant.

### **National Tutoring Programme (NTP)**

Disruptions caused by the COVID-19 pandemic have resulted in significant missed education by pupils. Disadvantaged and vulnerable pupils have been particularly impacted. Tutoring is one of the most effective tools for helping pupils recover lost education and many pupils have already benefited this year from the NTP. The Government is offering schools a new expanded tutoring offer from the start of academic year 2021/22.

Schools can now access three tutoring routes as part of the National Tutoring Programme:

- Route 1: Tuition Partners
- Route 2: Academic Mentors
- Route 3: School-Led Tutoring

This guidance sets out the NTP tutoring offer, including how the three routes can meet different needs of pupils and how they complement each other. School-led tutoring is available for eligible state-funded schools and academy trusts based on the number of Pupil Premium students. This payment is ring-fenced to fund locally sourced tutoring provision for disadvantaged pupils. This could include using existing staff such as teachers and teaching assistants or external tutoring resources such as private tutors or returning teachers. The grant gives schools and academy trusts the flexibility to use tutors with whom they are familiar. The grant includes an element for school-led tutoring as well.

[National tutoring programme \(NTP\) - GOV.UK \(www.gov.uk\)](#)



## Children with no recourse to public funds (NRPF)/ Hidden disadvantage

Schools should consider the needs of all children regardless of whether they are formally eligible for Pupil Premium funding through the lens of disadvantage since individual family circumstances fluctuate. This might include, for example, the emotional disadvantage suffered by a child deprived of adult attention in an affluent household.



**NB:** As of April 2021, The Department for Education will calculate the number of children eligible for funding based on the October census, instead of the January census it previously used.

<https://www.gov.uk/government/publications/pupil-premium-allocations-and-conditions-of-grant-2021-to-2022/pupil-premium-conditions-of-grant-2021-to-2022-for-academies-and-free-schools>

## Learn-AT expectations of our schools

Consistent with the trust's mission, vision and strategy -

*Learn-AT schools work to build a professional learning community in which colleagues thrive and pupils flourish*

We aim to maximise the impact of Pupil Premium funding, while ensuring that we adhere to the government guidance: 'Pupil Premium: funding and accountability for schools'

Learn-AT has these expectations for all its schools:

### **Universal objectives for English and Maths**

***All pupils (except for those with a specific cognitive impairment) regardless of their background, achieve at least the standard expected for their age in reading, writing and maths***

***All pupils, including those with SEND, make very good progress from their starting points in reading, writing and maths***

- All school staff recognise they have a responsibility to close the disadvantage gap. Senior leaders discuss the impact of teachers' plans for tackling disadvantage in their classes in pupil progress meetings.
- All our schools have a designated senior leader who takes responsibility for the strategic use of the Pupil Premium, catch-up and recovery funding, evaluation, and reporting.
- Leaders produce a 3-year strategy for the use of the Pupil Premium funding which:
  - adheres to the guiding principles within this document (see next section)
  - has a clear rationale for the school's spending of the Pupil Premium funding
  - includes a section that identifies the school's plans for the Pupil Premium funding
  - has carefully planned strategies to promote effective learning based on quality first teaching
  - demonstrates how spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's (EEF) Teaching and Learning Toolkit.

- clearly evaluates the impact of the school's PP strategy on an annual basis
- Each school publishes a Pupil Premium strategy statement on its website, using the latest DfE template. (see appendices).
- Leaders facilitate training (at least annually) for all staff, so they clearly understand who the pupils are, the causes of underachievement, barriers to learning and strategies which help improve the outcomes for disadvantaged pupils.
- Leaders undertake robust monitoring and analysis of academic outcomes, attendance, persistent absence, exclusions, pupils', parents' and staff views, behaviour and extra-curricular engagement to identify priorities.
- All local governing bodies have a link governor for Pupil Premium, who has received appropriate training. This link governor acts as a conduit between the school, the local governing body and the trust board to ensure there is clear oversight of the spending and provision. However, the whole governing body is responsible for assuring, on behalf of the trust board, the quality of education for disadvantaged pupils in that school.
- Learn-AT schools provide a broad, coherent and knowledge-rich curriculum which actively seeks to reduce disadvantage with a strong focus on reading, the development of vocabulary and oracy, social and emotional development, and cultural enrichment.
- Extra-curricular activities are accessible to all pupils. Expense must not be a barrier for disadvantaged pupils.

If you would like any further information, please contact Kerry Rodger

[krodger@learnat.uk](mailto:krodger@learnat.uk)

## Learn-AT's Guiding Principles:

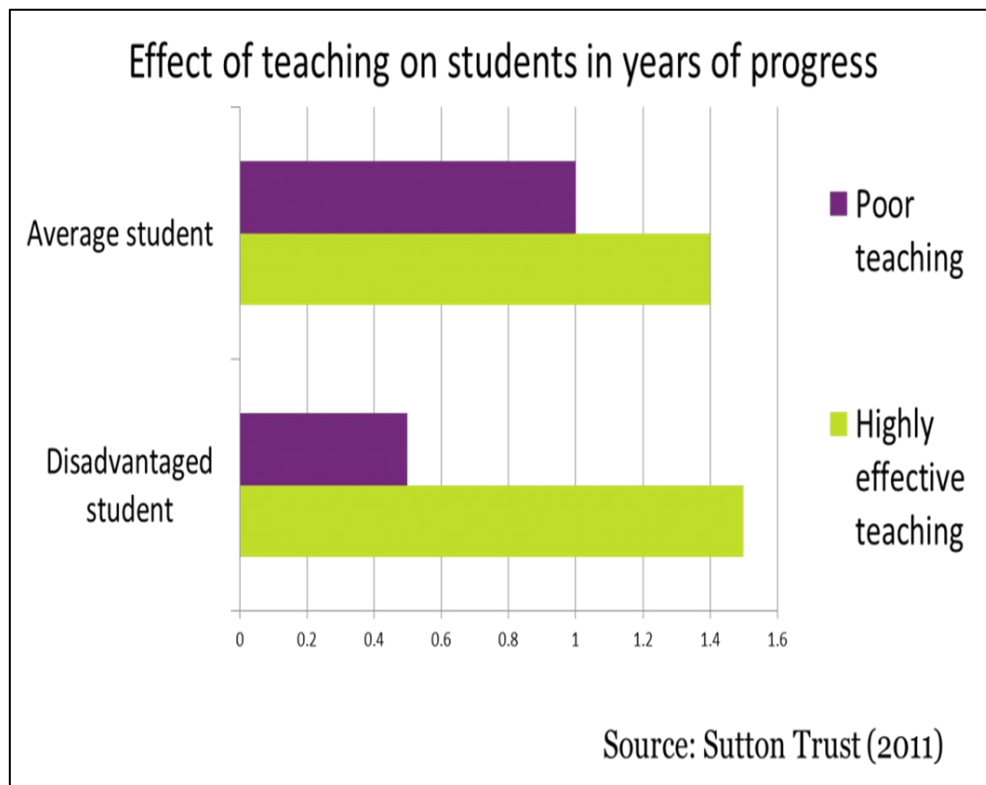
1. To promote an ethos of excellent education and the highest expectations for all, regardless of background or barriers to learning.
2. Pupil Premium funding is used to promote quality first teaching which secures excellence, equity and well-being in education for disadvantaged pupils.
3. Spending decisions are informed by this strategy and research evidence.
4. High-quality teaching and learning are prioritised over intervention. An intervention culture can lead to disadvantaged pupils being seen as 'someone else's responsibility'. Interventions should ensure that children keep up with their peers, rather than catch up.
5. All pupils can access a rounded, rigorous and knowledge-rich curriculum which promotes deep learning and prepares them for 'grown-upness' (Biesta 2017). Curriculum design in Learn-AT schools is informed by the Learn-AT Curriculum and Pedagogy framework and is aligned to the National Curriculum.
6. Excellent attendance and behaviour of all pupils is essential to maximise their learning. Pupil Premium funding may be used to secure excellence in these areas.
7. Evidence suggests that academically able pupils from disadvantaged backgrounds are also at risk of under-achieving. Our schools focus on these pupils as well as pupils with low prior attainment.
8. Schools consider the needs of **all** educationally disadvantaged pupils (including e.g. young carers and summer-born children) when arranging additional support.
9. Learn-AT schools do not group children by ability. Interventions are carefully planned and targeted to address gaps in pupil learning on an individual needs-led basis.

10. Teachers are accountable for the progress and attainment of all pupils in their class, regardless of background or barrier to learning.
11. Leaders plan their school's pupil premium strategy over three years to maximise the impact of the funding.
12. There is no such thing as a typical pupil premium child. Many have very supportive families, who do their very best for their children, but whose limited resources may mean that their children have a narrower range of experiences pre-school and outside school than their peers. Every one of these children is an individual with specific background and needs, and schools must consider each individual child in order to target support most successfully.
13. Pupil Premium is one part of a whole school strategy that aims to achieve sustainable improvements for disadvantaged pupils.

*'The difference between a very effective teacher and a poorly performing teacher is large. For example, during one year with a very effective maths teacher, pupils gain 40% more in their learning than they would with a poorly performing maths teacher.'*

*Over a school year, disadvantaged pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers – **a difference of a whole year's learning***

McKinsey, Sutton Trust / BCG research



## The pupil premium strategy and strategy statement

Schools are required to publish a three-year Pupil Premium strategy. This helps school leaders to:

- take a longer view of the support the grant will provide
- align their plan with the wider school and Trust improvement strategy

Doing this gives schools greater certainty when planning their:

- expenditure
- recruitment
- teaching practice
- staff professional learning and development.

## A tiered approach

From academic year 2021 to 2022, schools **must** demonstrate how their spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's (EEF) toolkit. In line with the EEF's [Pupil Premium Guide](#), activities should include those that:

- 1. support the quality of teaching, such as staff professional learning and development.**
- 2. provide targeted academic support, such as tutoring; and**
- 3. tackle non-academic barriers to success in school, such as attendance, behaviour and social and emotional support.**

The amount of funding a school receives and the proportion of pupils eligible for the extra funding may determine the balance between the three tiers.

All schools must use the templates available on GOV.UK to publish their 2021 to 2022 Pupil Premium strategy by the **end of December 2021**.

## Areas within each tier to consider

### **Tier 1: supporting training and continuous professional development to improve the impact of teaching and learning for pupils**

Professional learning and development:

- focuses on the pedagogy that authoritative research shows to have the greatest impact on the learning of disadvantaged pupils;
- helps identify and remove the barriers to learning faced by many disadvantaged pupils;
- focuses on curriculum development which secures exceptional learning for pupils;
- provides effective support for early career teachers.

### **Tier 2: Targeting support for disadvantaged pupils through evidence-based interventions**

Schools decide on the main issues stopping their pupils from succeeding at school and use the Pupil Premium to fund extra help, such as:

- Structured interventions
- Small group tuition
- Pre- and post-teaching of key concepts or background information.

### **Tier 3: Wider 'school readiness' initiatives.**

Support whole-school strategies to improve attendance, behaviour, and readiness to learn:

- Parental engagement initiatives  
(<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement>)
- Nurture provision/ alternative provision such as Forest School
- Attendance initiatives
- School breakfast clubs
- Additional music lessons



- Help with the cost of educational trips or visits
- Co-curricular and enrichment opportunities
- Speech and language and other therapies
- Behaviour improvement initiatives
- Careers information to encourage aspiration
- Equipment to access home learning
- Social and emotional support initiatives

Schools may find using the pupil premium in this way helps to:

- increase pupils' confidence and resilience
- encourage pupils to be more aspirational
- benefit non-eligible pupils, and those with hidden disadvantage



## Accountability

For many schools, because of the area they serve, Pupil Premium may form a significant proportion of the total school budget.

### The Department for Education

The DfE will undertake monitoring checks on a sample of schools' published reports.

### Local governors

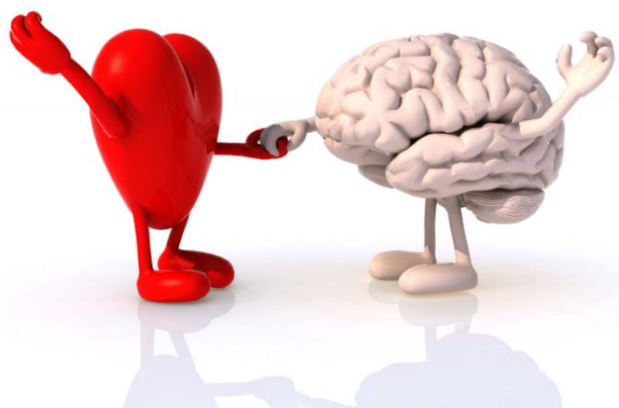
The DfE [governance handbook](#) sets out the statutory functions of all boards, no matter what type of school or how many schools they govern. There are three core functions:

- *ensuring clarity of vision, ethos, and strategic direction*
- *holding executive leaders to account for the educational performance of the school and its pupils (including disadvantaged pupils), and the performance management of staff*
- *overseeing the financial performance of the school and making sure that its money is well spent, including the pupil premium*

Local Governors should scrutinise schools' plans for their pupil premium funding and the impact of their strategy.

### Learn-AT Central Team

Through internal accountability mechanisms such as school improvement support visits and peer review, as well as robust analysis of a range of qualitative and quantitative data, the central team monitors and reports on the impact of the Pupil Premium strategy. They scrutinise the strategy statements and check they are published. The team also considers the impact of the quality of teaching and the curriculum on educational outcomes, attendance, behaviour, personal development, and inclusion of disadvantaged pupils.



## Ofsted

Schools are held accountable for how they spend their funding, partly through the Ofsted inspection process. Although inspectors will not judge a school on how it spends the funding, it will want to see that the money is being used on strategies and initiatives that are research-informed and effective, and that the school's leadership is monitoring and managing this spending well.

Since the introduction of the 2019 Ofsted Education Inspection Framework inspectors are no longer looking for data as evidence, preferring to look at books and observe lessons instead. There is still a requirement to account for the impact of your Pupil Premium expenditure.

Ofsted's school inspections report on the attainment and progress of disadvantaged pupils who attract the Pupil Premium.

*The handbook clarifies that inspectors **will not** require:*

- a school to provide any specific document relating to the Pupil Premium, other than its pupil premium strategy
- any further *internal* school-generated data on the Pupil Premium, including information related to spending on individual students or to within-class or within-school gaps

*Inspectors **will** gather evidence about the use of the Pupil Premium, particularly regarding:*

- the level of Pupil Premium funding received by the school in the current academic year and levels of funding received in previous academic years
- how leaders and governors have spent the Pupil Premium, their rationale for this spending and its intended impact
- the learning and progress of disadvantaged pupils, as shown by National published outcomes data.

Inspectors **will** evaluate evidence of the impact of the curriculum, including on the most disadvantaged pupils. This includes pupils with SEND. It also includes pupils who meet the criteria for the school to receive Pupil Premium funding:

*'..the extent to which leaders' and managers' high ambitions are for all pupils, including those who are harder to reach. This includes ensuring that practices such as 'off-rolling' do not take place and that the way the school uses the pupil premium is founded on good evidence'.*

### **Ofsted Outstanding descriptor:**

- *'There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.*
- *The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.'*

### **Remember:**

To evaluate the effectiveness of the school's pupil premium approach and spending, leaders should assess the **performance of disadvantaged pupils** compared with the **national average for non-disadvantaged pupils**.

Disadvantaged pupils' attainment can also be compared to that of pupils in schools that:

- *have similar cohorts*
- *face similar challenges*

### **EEF Families of School Database**

<https://educationendowmentfoundation.org.uk/support-for-schools/families-of-schools-database>

Schools are not required to compare or report within-school or within-class attainment gaps between disadvantaged pupils and their non-disadvantaged peers. Leaders do however discuss comparative performance and expectations relating to pupils' achievement with teachers in Pupil Progress Meetings.

## What Works?

Effective use of the Pupil Premium can be difficult to gauge. What works in one school, or with one set of pupils, may not necessarily work with another.

It can be challenging for heads and teachers to decide which strategies might be the most effective. Sometimes these initiatives take time to impact even if they prove to be successful in the longer term.

The Education Endowment Foundation has published guidance to support teachers and leaders to use the Pupil Premium effectively:

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

### 15-point success plan

Sir John Dunford, the former National Pupil Premium Champion, spent two years examining what works best. He noted that the most successful schools used a range of strategies that were targeted to the needs of individual pupils rather than sticking with one or two.

#### **The most successful schools:**

1. *Collected and analysed data on groups and individual pupils, and monitored this over time*
2. *Focussed on teaching quality*
3. *Identified the main barriers to learning for disadvantaged children*
4. *Put interventions in place when progress has slowed*
5. *Engaged with parents and carers in the education of their child*
6. *Referred to existing evidence about the effectiveness of different strategies*
7. *Trained all classroom staff in the strategies being used in school*
8. *Secured staff commitment to the importance of the Pupil Premium agenda*
9. *Trained governors on Pupil Premium*

#### **In deciding which policies to use, heads and teachers needed to:**

10. *Decide what the school wants to achieve with Pupil Premium funding*
11. *Analyse the barriers to learning before deciding what strategies to use*

12. *Decide on desired outcomes and identify success criteria for each child and for the whole group of disadvantaged pupils*
13. *Monitor and evaluate the success and impact of any current strategies on pupils; change them if they are not working*
14. *Decide on an optimum range of approaches to use*
15. *Keep up to date with research*

## **Additional Strategies for using Pupil Premium Plus funding**

Given the complex and multiple needs of adopted pupils and children who have been under local authority care, there are different considerations for schools looking at how best to improve their outcomes with the Pupil Premium budget.

In some cases, this will mean looking further than just academic attainment. In particular, children can struggle with:

- Attachment relationships with adults
- Managing their peer relationships
- Managing their feelings and behaviour
- Coping with transitions
- Executive function
- Working memory
- Concentration



## **PAC-UK recommends the following 6 strategies to combat these issues**

Many of these suggestions are not costly, but the key to all is ensuring that parents and guardians are regularly consulted and engaged with. If the children are still within the care of the local authority many of these recommendations may also form part of their Personal Education Plan (PEP) and will be supported by the Local Authority Virtual School:

1. Provide nurture and relationships. For example, through a nurture group, and training for staff to provide key attachment relationships.
2. Scaffold children's social skills and peer relationships. For example, through lunchtime clubs with opportunities to practise social skills or facilitating friendships e.g. through a buddy scheme or peer mentoring initiative
3. Support emotional literacy and emotion regulation. For example, through group work, or some calm zones in classrooms and centrally within the school.
4. Support children to cope with transitions and change. For example, by providing additional structure during break and lunchtimes and providing safe spaces for children to come to throughout the school day
5. Develop children's executive functioning skills. For example, through training staff in understanding and supporting executive functioning skill development in the classroom and on the playground and providing coaching for those who struggle to plan and organize.
6. Address barriers to information sharing and joint working by identifying a named member of staff who liaises with the parents or guardians and facilitates regular meetings to discuss the child's need and progress.

## Things to be wary of

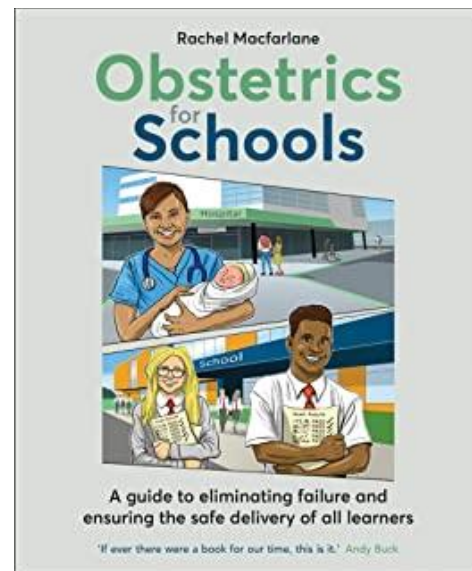
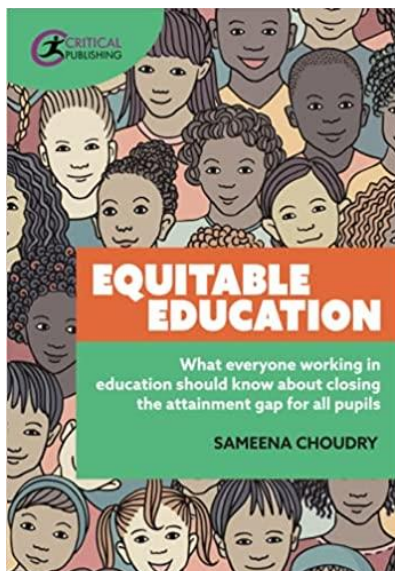
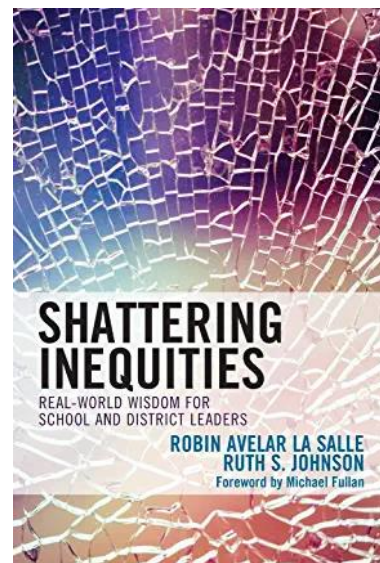
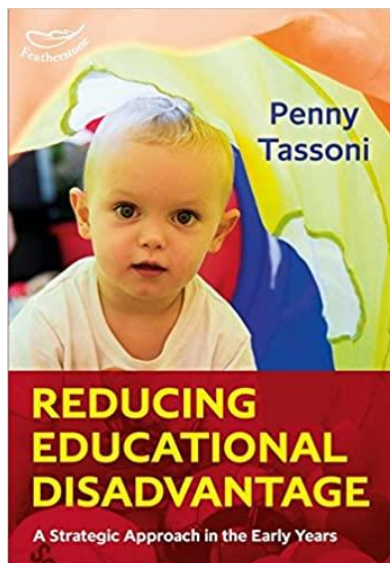
- Making assumptions about parents and pupils.
- In particular, assuming that the needs of all disadvantaged learners are the same. Remember that there is no such thing as a *typical* Pupil Premium child. They are all individuals with individual needs.
- Titles such as 'Pupil Premium Champion'. They can create a sense that 'someone else' is responsible for disadvantaged learners.
- An 'intervention culture'. Late intervention or intervention without success criteria and milestones.
- Celebrating 'expected progress', particularly for pupils from low starting points or those that have been stuck. These pupils need to make accelerated progress.
- Pupil Premium funding being seen as additional to the school improvement strategy.
- Aiming for the minimum. **Set aspirational targets!**
- Attributing SEND to disadvantaged learners that have had a challenging start to life. An accurate assessment of specific special education needs is required.



- Low prior attainment determines low future attainment through target setting.
- Make sure interventions outside of the classroom at least compensate for what has been missed.

*Disadvantaged learners are entitled to the same high quality educational experiences that lucky children take for granted.*

*(Tassoni 2016; La Salle 2018)*





## Support for Learn-AT Schools

- **Strategy for supporting disadvantaged pupils**

This document provides guiding principles, advice and resources for school leaders and governors to use to support their disadvantaged pupils. It will be reviewed annually.

- **Pupil Premium Lead Networks**

For all schools in Learn-AT there are **Pupil Premium Lead Networks** that take place termly. Here, Pupil Premium leads are provided with regular updates, recent research, and opportunities to share effective practice across the Trust.

- **Training for governors**

On a regular basis training is offered for any governor to attend, this includes a workshop at the annual Learn-AT conference or other workshops throughout the year. The training covers up-to-date information about the Pupil Premium funding, the barriers to achievement and possible solutions, questions for governors to ask school leaders to hold them to account and the expectations of Ofsted.

- **Staff training**

Learn-AT Professional and Learn-AT Associate Research School offer training which looks at the potential causes of underachievement and strategies and possible solutions to address the barriers.

- **Bespoke support for Pupil Premium Leads and headteachers**

The executive team can provide one to one support for school leaders to help maximise the use of the funding and to ensure the greatest impact. This can include:

- A review of how schools use the Pupil Premium grant
- A review of The Pupil Premium strategy statement

## Pupil premium for small primaries: how to spend it wisely

### 1. Spend strategically to make the most of your funding and time

With fewer pupils eligible for the Pupil Premium, small schools have less money and fewer staff to support disadvantaged pupils compared with other schools.

This means it makes sense for them to focus their spending on things that:

- Offer very good value for money
- Don't require too much extra staff time or resources
- Have a long-term impact

#### Understand the school's needs

Before deciding how to spend Pupil Premium funding, leaders should be clear about:

- Pupils' individual needs – any initiatives must meet these needs
- When interventions can run – identify convenient times (e.g. between lessons or during registration)
- Staff availability – identify staff who could be free during these times to run interventions

### 2. Improve teaching quality across your school

This will not only benefit disadvantaged pupils but will also bring about wider improvements across the school.

Consider the following **low-cost strategies** from the [Education Endowment Foundation \(EEF\) Teaching and Learning Toolkit](#):

- Making [feedback](#) more effective
- Improving [reading comprehension](#)
- Emphasising [collaborative learning](#)
- [Oral language interventions](#) to develop spoken language and interaction in class
- Having more [peer tutoring](#) to increase support
- Organising pupils into [attainment groups](#) for activities or topics, such as literacy

### **3. Run short, targeted support sessions**

This can be done for small groups or individual pupils and helps to ensure effective monitoring of disadvantaged pupils' learning so that support can be adjusted regularly to meet their needs.

#### **Weekly pupil catch-up meetings**

Keep these to 15 minutes if there are time constraints. This should provide enough time to:

- set small, achievable targets – this can be anything for the pupil to focus on in the week ahead
- reflect on things the pupil has learned in the past week
- identify any learning support they'll need in the week ahead, be it class work or homework
- review their assessment outcomes
- if necessary, talk about the pupil's emotional and social needs

#### **Be creative about use of time**

Staff will need to be released to lead any intervention sessions, which could be challenging in a small school. This can be overcome by making the most of non-teaching time and arranging the sessions:

- During registration
- At the start and end of break-times
- Before or after the school day

#### **Online learning**

If there is little capacity to release teachers, consider subscribing to online tutorials or interventions to provide pupils with daily or weekly support.

These work best for those who are self-motivated and enjoy online learning.

Online interventions can be costly to buy for a whole class but are more affordable for a few pupils.

#### 4. Improve behaviour, attendance, and social and emotional needs

Although good practice for all schools, the following suggestions are particularly achievable for small schools:

- **Daily check-ins with a mentor** – this does not have to be with a teacher, but could also be with a member of the admin staff. Keep meetings informal, like a casual chat in the corridor or playground. The aim is to make pupils feel cared for and to help them develop a relationship with a key adult.
- **Attendance review meetings with parents** – for pupils with poor attendance. Arrange half-termly meetings to help parents explore ways to improve their child's attendance. These can also be led by admin staff or support staff.
- **Weekly learning equipment checks** – to make sure pupils have the things they need, like stationery, books and maths equipment. Pupil Premium funding can be used to buy equipment for disadvantaged pupils.
- **School uniform vouchers** – at the end of each half term, check in with pupils (and their parents) to see if help to buy any uniform is needed.

## Appendices

<b>Appendix 1:</b>	Frequently Asked Questions
<b>Appendix 2:</b>	Resources for Governing bodies
<b>Appendix 3:</b>	Pupil Pursuit ideas
<b>Appendix 4:</b>	Calendar of Actions
<b>Appendix 5:</b>	Links to useful resources and research
<b>Appendix 6:</b>	11 Things to do by age 11 / Year 11
<b>Appendix 7:</b>	Template for the Pupil Premium strategy statement– Primary
<b>Appendix 8:</b>	DDAT Alternative template including an action plan – Primary
<b>Appendix 9:</b>	Pupil Premium Provision Map
<b>Appendix 10:</b>	Pupil premium case study template

## Appendix 1: Frequently Asked Questions

QUESTION	ANSWER
<b>Who is the pupil premium for?</b>	
1. Must the activity funded by the pupil premium benefit eligible pupils alone, and exclude other pupil groups?	<p>No. Pupil Premium funding is designed to raise the attainment of all disadvantaged pupils. It is not restricted to eligible pupils and can be used to support other pupils needing extra support because, for example, they need or have needed a social worker, or are acting as a carer, even if these pupils are not FSM-eligible. School leaders remain free to meet their pupils' needs as they assess them.</p> <p>The EEF recommends that schools use the grant firstly to improve teaching quality - which benefits all pupils but has a disproportionate benefit for disadvantaged pupils. Basic needs, pastoral and academic support follow.</p>
2. Should each eligible pupil have the Department for Education's per-pupil amount spent on them?	<p>The Pupil Premium is a school-level grant that gives schools extra resources to help meet its challenges, including those arising from deprivation. The needs of all pupils, eligible and others, should be assessed and the grant used to make maximum impact in the school. Pupil needs will differ and will cost differing amounts to address.</p> <p>There is no expectation that schools should spend the money on each eligible pupil; these are proxy amounts that are aggregated to produce the allocation distributed to schools and local authorities.</p> <p>School leaders have freedom over use of the grant and can use it as they judge best for disadvantaged pupils as a whole, including Pupil Premium eligible pupils and those who are not eligible but are educationally disadvantaged - for example, pupils who need, or have needed, a social worker.</p>
3. Is the Pupil Premium intended to support only those pupils who have low attainment?	<p>The grant is to support disadvantaged pupils of all levels of attainment.</p> <p>Evidence shows disadvantaged high prior attainers are especially at risk of under-achievement.</p>
4. Is support funded through Pupil Premium only for pupils listed as eligible in the DfE's 'Key to Success' download?	<p>The Key to Success is a retrospective list of pupils who attracted the funding based on the January census, published each June. As such, it cannot support the planning or delivering of grant-funded activity.</p> <p>The DfE recommend schools base their Pupil Premium strategy on their understanding of the aggregated</p>

	<i>needs of their pupils in school at the time the strategy is written; this should be regularly reviewed.</i>
<i>5. Shouldn't the Department for Education be more clear about the objectives of the grant?</i>	<p><i>The Conditions of Grant set out clearly the objective of pupil premium funding; it is designed to raise the attainment of disadvantaged pupils. 'Closing the gap' has often been included in the description; this is the gap between a school's disadvantaged pupils at formal assessment points and the national average for non-disadvantaged pupils at the same points (end of KS2 and KS4).</i></p> <p><i>Improvements in attainment support the ultimate aim of Pupil Premium funding - to better prepare disadvantaged pupils for adult life, the world of work and a sustainable future as an active member of society.</i></p>
<b><i>Pupil Premium payments</i></b>	
<i>6. Doesn't the DfE know who the eligible pupils are; why does it tell schools nine months into the school year?</i>	<p><i>Schools identify pupils who are eligible for free school meals or are adopted and supply this information to DfE through the October census. The department holds information about previously eligible pupils, including looked-after children, so funding allocations are made based on the new information added to the historic information.</i></p> <p><i>When pupils join a school the previous school should supply basic pupil information, including Pupil Premium eligibility, through the Common Transfer File.</i></p>
<i>7. Shouldn't Pupil Premium follow pupils if they change school mid-year?</i>	<p><i>As it isn't a personal budget, Pupil Premium does not follow a pupil from school to school if they move mid-year. This means schools include support for mid-year arrivals in the plans for their annual Pupil Premium budget, whenever a pupil joins the school.</i></p> <p><i>The only exception is if a pupil is permanently excluded, when there is a budget adjustment to the sending and receiving settings.</i></p> <p><i>Alternative Provision settings are free to include a Pupil Premium element in their place charging structure for all pupils not captured by the annual AP census.</i></p>
<i>8. Where schools make a mistake and a pupil is recorded as PP eligible in error can the Department for Education correct the records?</i>	<i>Yes. While it is not possible to amend the census return itself, the department can update the National Pupil Database to prevent overpayment of Pupil Premium funding allocations.</i>

<i>Using the pupil premium effectively</i>	
9. Why is there no clear guidance on how to use the grant properly? It's all left up to schools.	There is an extensive and growing evidence base about what works best to improve the outcomes of disadvantaged pupils. For example, the EFF 'Pupil Premium Guide', recommends a tiered approach to planning Pupil Premium funding - cutting across teaching quality, targeted academic support and wider strategies, including those related to attendance and behaviour.
10. Is the Pupil Premium intended only for improving academic outcomes, or can it be used for things like cultural enrichment?	There is good evidence that a good level of personal development can help with academic attainment. Where a deficit in self-efficacy is identified as a barrier to learning (for example self-organisation, motivation, confidence, concentration, aspiration, resilience) this can be addressed through proven approaches funded through the Pupil Premium. Cultural capital is a widely accepted as an important part of a person's readiness for life as an adult and building it is an integral part of the Pupil Premium's purpose. Ofsted will look at this during inspection.
11. Is it acceptable to use Pupil Premium to plug gaps in the funding for core activities?	Attracting and developing high quality staff may be a core activity but, as EEF's Guide shows, it is the single most effective use of the Pupil Premium. So this is about using resources effectively. Continuous Professional Development is important for the effectiveness and motivation of all teaching and support staff.
<i>Online reporting</i>	
12. Do schools have to use the template provided by the DfE to plan their pupil premium strategy and publish it online?	To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. <b>All schools must use the templates available on GOV.UK to publish their 2021 to 2022 pupil premium strategy, by the end of December 2021.</b>
13. Do schools need to account for their Pupil Premium expenditure in detail, and keep itemised records to prove that all of the funding has been spent on disadvantaged pupils?	Schools should be guided by their internal audit and accounting requirements. The department and Ofsted do not ask for itemised records of the grant's use. Schools are required to publish online statements setting out the rationale for spending decisions and associated impact. However, this is intended to be a strategic document based on the available evidence, not an accounting tool. The department and Ofsted do not require Pupil Premium data in any specific format, and do not require



	<p>information about spending on individual students. Neither Ofsted nor the department requires schools to monitor or publish information related to within-class or within-school attainment gaps. The template's detail and length should be proportionate to the size of the grant relative to the school's budget.</p>
<p>14. Is the online statement used by the department to help assess the effectiveness of a school's Pupil Premium strategy? Does the statement affect future allocations?</p>	<p>The Department for Education will undertake monitoring checks on a sample of schools' published reports. Ofsted uses the information during visit preparation, however this is not the primary purpose of the statement and we would advise against writing the statement with Ofsted in mind.</p> <p>The statement is a local accountability publication for parents/carers and governors and should be written for them.</p>
<p>15. Why does the DfE require schools to complete an online statement every year? Is it because DfE does not trust school leaders to use the grant properly?</p>	<p>The online statement is for parents and governors. The department has not assessed the content of any online statements and trusts school leaders to use the grant wisely. This autonomy has been a feature of the Pupil Premium since its inception.</p>
<p>16. Why is there a requirement for schools to publish a Pupil Premium statement when there is no requirement to account for the rest of their funding?</p>	<p>It is right for schools to be transparent about how they are supporting pupils, and right that parents and governors have a point of reference.</p> <p>All schools need to account for their public funding in detail, though the 'Consistent Financial Reporting' and 'Academies' Accounting Returns' requirements.</p>
<p>17. Given the inevitable in-year changes, when is the right time to complete the online statement?</p>	<p>To give schools greater certainty in planning their expenditure, recruitment, teaching practice and staff development, we encourage schools to produce a three-year strategy for Pupil Premium use, with light touch annual reviews. This will enable school leaders to take a longer view of the support to be provided through the grant and align it with wider school improvement strategy.</p> <p>We recommend that the statement should be completed and reviewed at the beginning of the academic year, although it should be a 'living document' that can evolve over the course of the year.</p> <p><b>Schools must publish their 2021 to 2022 Pupil Premium strategy, by the end of December 2021.</b></p>

18. Do the department and Ofsted expect schools to ascribe impact to specific PP-funded activity?	<p><i>It is rare for teaching staff to be able to identify a single activity that has made a step-change to the performance of a pupil or pupil group. It is more realistic to consider the cumulative effects of several activities, some of which may be Pupil Premium funded, in the explanation for improved months of progress or improved marks in assessment.</i></p> <p><i>From September 2019 Ofsted will not discuss pupil progress in this level of detail.</i></p>
19. Given how hard it is to measure or describe non-cognitive benefits experienced by pupils, how should schools report on them?	<i>The department expects non-academic use of the grant to have a good rationale. Qualitative description in place of quantitative measurement is necessary and valid when improvements in a pupil's non-cognitive skills (character, resilience, self-efficacy) are part of a plan to prepare for adult life and improve work readiness.</i>
20. Isn't it the case that some schools can't present an accurate picture in an online statement as the general public won't understand or will get a bad impression about the challenges facing the school?	<i>We understand school leaders' sensitivity to disclosing the difficult and often complex choices they have to make in discharging their responsibilities. Yet transparency is a vital element in the relationship of a school with its community, and as parental support for each pupil's learning becomes increasingly important the statement should seek to engage parents honestly.</i>
<b>PP Plus &amp; the Service Premium</b>	
21. Can local authorities do what they like with the 'Pupil Premium Plus' it receives for children in care?	<i>The Pupil Premium Plus allocated to local authorities should be passed on without delay to the child's school after consultation between the Virtual School Head and the school leadership, to support the pupil's Personal Education Plan. Full updated details were published in 2018.</i>
22. Should the views of adoptive parents be considered when schools decide how to use the Pupil Premium plus attracted by adopted pupils?	<i>While not a requirement, taking account of the views of adoptive parents is regarded as good practice. Gathering as much information as possible about the child and their circumstances can only improve the relevance and effectiveness of any additional support the school might put in place.</i>
23. What are the requirements around the Service Pupil Premium?	<p><i>Children from Service families attract a separate grant – the Service Premium.</i></p> <p><i>This has no connection with disadvantage; it is paid from the same budget for convenience but is intended to</i></p>

	<p>support the pastoral needs of children whose parents are or were in the Armed Forces.</p> <p>Schools' use of the Service Premium is not assessed by Ofsted nor the department.</p>
<b>Stigma</b>	
<p>24. Does the stigma associated with receiving state benefits still put people off applying for free school meals?</p>	<p>We know that most schools have reduced the issue of stigma by making use of cashless systems and other methods to ensure that children who are eligible for free school meals are not identified separately.</p> <p>Schools have a legal responsibility under the Equalities Act to ensure their provision for Pupil Premium pupils is invisible. Care must be taken to avoid any arrangements or physical mark that can identify a pupil as disadvantaged, including at meal times, in the classroom and on school trips.</p>
<b>Governors</b>	
<p>26. What is the role of the governing body in a school's Pupil Premium use?</p>	<p>Governors have a key role in checking the school's Pupil Premium planning and, where appropriate, challenging the senior leadership over its use. Governors should champion evidence-based practice and consider the rationale in all Pupil Premium-related decisions.</p> <p><b>Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' plans for and use of their Pupil Premium funding.</b></p>

## Appendix 2: Resources for Governors

### Role and responsibilities of the Pupil Premium link governor

As a Pupil Premium link governor, or any governor monitoring Pupil Premium, you need to analyse 2 areas of the school's management:

- The allocation of resources and consequent audit trail
- Narrowing attainment gaps between disadvantaged pupils and other pupils

You should be familiar with the Pupil Premium: what it is, how it's allocated, how it's calculated, and which groups of pupils attract the Premium.

#### Know your school

You should:

- Get familiar with your school's Pupil Premium policy, if it has one
- Know basic Pupil Premium facts for your school, such as how many pupils attract the premium, how this figure compares with other local and similar schools, and how the money is spent
- Meet occasionally with the staff responsible for performance data to discuss issues around under-performing groups, including those eligible for the Pupil Premium
- Challenge the allocation of the Pupil Premium grant if there's no clear audit trail showing appropriate use of the resources

#### Monitor data

Make sure you:

- Understand relevant pupil performance data for the school that shows the progress of different groups over time
- Monitor the spending of the Pupil Premium, making sure money is spent in identifiable ways to support target groups of pupils
- Monitor the impact of Pupil Premium spending on target groups
- Monitor the attainment of different groups of pupils over time to provide evidence of how pupils eligible for the Pupil Premium are progressing compared with others

#### Be the LGB's specialist

You should:

- Take an active part in any governing body discussions where the allocation and monitoring of the pupil premium is discussed and decided

- Report back to the governing board on the school's use of the Pupil Premium

## Ask questions to help you monitor provision

Ask questions of school leaders during:

- Full local governing body meetings
- Committee meetings
- School visits

Question	What to look for
<b>How does the attainment of pupils eligible for the Pupil Premium as a group compare with others?</b>	<ul style="list-style-type: none"> <li>• Senior leaders have a clear idea of how pupils eligible for the Pupil Premium perform compared to others, and refer to assessment data (both recent and historic data) when making these comparisons</li> <li>• If their attainment is worse, why this is the case and what is being done to address it</li> <li>• If there isn't an attainment gap at your school, how they're using the funding to stretch pupils further</li> </ul>
<b>What is the Pupil Premium spent on?</b>	<ul style="list-style-type: none"> <li>• Senior leaders should be able to outline how funding is used. For example, it could be spent on specific resources and intervention programmes</li> <li>• Senior leaders should refer you to a Pupil Premium provision map</li> </ul> <p>Remember – you don't need information about specific interventions for individual pupils here. You don't need this to fulfil your monitoring role, and it's likely to be a breach of data protection law.</p>
<b>How do you decide what interventions or activities to spend the Pupil Premium on?</b>	<p>Senior leaders might explain that decisions are based on:</p> <ul style="list-style-type: none"> <li>• Relevant targets in the school improvement plan</li> <li>• Specific areas of underperformance identified through assessment or other internal data</li> <li>• Research and reports about what strategies help to close the attainment gap</li> </ul>
<b>How do you monitor the progress of eligible pupils so you can see whether the Pupil Premium spending is having an effect?</b>	<p>You want to hear that senior leaders:</p> <ul style="list-style-type: none"> <li>• Can use their assessment system to do this for all pupils eligible for the funding</li> <li>• Analyse data</li> <li>• Arrange pupil progress meetings with teachers</li> <li>• Can track the attendance, punctuality and behaviour of this group as well as attainment, and can see where they need to take action</li> </ul>
<b>What impact is the Pupil Premium funding having?</b>	<p>Your Pupil Premium spending should be having a noticeable impact. The funding is allocated</p>

	<p>specifically to <b>close the attainment gap</b> between disadvantaged pupils and their peers, so keep this aim in mind whenever you're talking about its impact.</p> <p>To evidence the impact, senior leaders:</p> <ul style="list-style-type: none"> <li>• Might explain that pupil progress and attainment has increased for the eligible pupils compared to their peers, and could refer to internal or external assessment data to evidence this</li> <li>• Could refer to the school's annual impact statement, which you're required to publish on your website</li> </ul>
<p><b>How do you make sure the Pupil Premium grant is spent appropriately on the intended target groups?</b></p>	<p>Funding must be spent on raising the attainment of eligible pupils. To find out how your school does this, you want to hear:</p> <ul style="list-style-type: none"> <li>• Senior leaders can outline the measures they have in place to make sure it's spent appropriately. This could include:</li> <li>• Keeping records of Pupil Premium spending</li> <li>• Managing a provision map that identifies the needs of pupils that should be met and how funds have been allocated to meet the needs</li> <li>• Tracking the progress of pupils eligible for Pupil Premium</li> <li>• The Pupil Premium funding is kept separate from general school resources so it can clearly be used as intended</li> <li>• For example, your school business manager may break the funding down into smaller and specific cost centres focused on Pupil Premium provision, e.g., one-to-one tuition, group interventions</li> </ul> <p>If the funding isn't kept separate, the school business manager should be able to isolate and check on the use and impact of the funding</p>
<p><b>Do we have a Pupil Premium policy that sets out how we support the target groups?</b></p>	<ul style="list-style-type: none"> <li>• Senior leaders can explain what the Pupil Premium policy covers and how it's put into practice</li> <li>• The policy covers: <ul style="list-style-type: none"> <li>○ What the grant is for</li> <li>○ How it's used to support pupils</li> <li>○ How responsibilities regarding the Pupil Premium are distributed</li> </ul> </li> <li>• Senior leaders can explain the impact of the policy, pointing to concrete examples</li> </ul>

	<ul style="list-style-type: none"> <li>The policy is available and clearly communicated to all stakeholders, including parents</li> </ul> <p>A Pupil Premium policy isn't statutory, so it's not automatically a problem if your school doesn't have one. Your senior leaders should still be able to explain the points above though.</p>
<b>Are our strategies to improve attainment for pupils eligible for the Pupil Premium set out in an action plan or school improvement plan?</b>	<p>If there's a plan, the school leader should be able to point you to it. A plan should include:</p> <ul style="list-style-type: none"> <li>Details of how resources are going to be allocated</li> <li>An overview of the actions to be taken</li> <li>A summary of the expected outcomes and measures of success</li> <li>Ways that the outcomes will be monitored</li> <li>Names or job titles of individuals responsible this area of work</li> </ul> <p>Including Pupil Premium in an action or school improvement plan may not be necessary depending on your context. Your senior leaders should still be able to explain these points in relation to how the money is spent though.</p>
<b>What are the main challenges in the use of the Pupil premium, and how are you working to overcome them?</b>	<ul style="list-style-type: none"> <li>Answers will depend on your context, but senior leaders should have a plan in place to overcome these challenges</li> </ul> <p>If your senior leaders are clearly struggling with something, ask "What can the governors do to help?"</p>

### Advanced questions for governors to ask leaders:

1. How can the school demonstrate it is narrowing the gap between disadvantaged and non-disadvantaged pupils and making a difference?
2. How are school resources used to support pupils eligible for the Pupil Premium?
3. How does the school identify children either joining the school or already at the school who are eligible for the Pupil Premium funding?
4. Is there a clearly understood and shared rationale for how the Pupil Premium funding is spent and what it should achieve? Is this communicated to all stakeholders including parents?
5. How will the Pupil Premium funding be used to better the attainment and progress of disadvantaged learners? (If the question cannot be answered, reconsider the strategy)
6. Are the progress and outcomes of eligible pupils identified and analysed by the school's assessment tracking systems? Is this information reported to governors

in a way that enables them to see clearly whether the gap in the performance of eligible pupils and other pupils is closing?

7. Are teachers undertaking intervention work as well as TAs?
8. Are TAs given appropriate CPD to effectively support intervention work?
9. How are lessons differentiated for different needs in an inclusive way?
10. Are there any additional interventions or support procedures that can be implemented to better support pupils to improve rates of progress in line with other pupils?
11. Which groups of pupils are not making the progress expected? Is there a common pattern?
12. What specifically is being done in a classroom context to address the gap in progress? Does this go far enough?
13. Are eligible pupils achieving in line with other pupils within school who are not disadvantaged who have similar starting points?
14. How does the curriculum in the school actively seek to remove disadvantage in our particular community?

A possible answer to this could include:

- *A strong focus on reading*
- *Development of vocabulary*
- *The curriculum is broad, balanced, and relevant*
- *There are rich curriculum opportunities*
- *It develops cultural capital*
- *Extra-curricular activities to provide opportunities e.g. music, art, sport,*
- *Fieldwork*
- *Sporting opportunities*
- *Development of skills such as resilience*
- *Strong careers advice and guidance*
- *Strong RSHE curriculum*

## **Governors need to be able to answer these questions:**

1. How does the school provide for disadvantaged pupils?
2. Do governors know how much money is allocated to the school for Pupil Premium? Is this identified in the school's budget planning?
3. Is there a clearly understood and shared rationale for how this money is spent and what it should achieve? Is the communicated to all stakeholders including parents?
4. How is the Pupil Premium funding being spent?



5. What evidence do governors have of the effectiveness of your PP spending? (What impact is this spending having?)
6. What improvements has the allocation brought about? How do governors know?
7. How is this measured and reported to governors and parents via the school's website?
8. Do governors know whether leaders are checking that the actions are working and are of suitable quality. What kind of oversight does your school have to ensure effective PP spend?
9. How does the school improve pupils' cultural capital (and how do they ensure it)?
10. If this funding is combined with other resources, can governors isolate and check on the impact of the funding and ascertain the difference it is making?
11. Have leaders and governors considered research and reports about what works to inform their decisions about how to create a Pupil Premium strategy?
12. Will governors know, and be able to intervene quickly, if outcomes are not improving in the way that they want them to?
13. How do governors keep an ongoing check on Pupil Premium funding-related actions and ask pertinent questions about progress ahead of any summary evaluations?

## Appendix 3: Pupil pursuit ideas

### What is it like to be a pupil eligible for Pupil Premium in our school?

It can be useful to see if the school's policy and procedures are effective by completing an in-depth look at a couple of case studies of pupils who are in receipt of the pupil premium funding or deemed to be disadvantaged. Another option is to complete a pupil pursuit of a small group of pupils. This could be completed by a member of staff or a governor.

Some of the areas you may want to look at for each pupil are :

- What is their **attendance** (including on non-uniform days) and if school procedures are helping this to improve where necessary?
- Are they '**Persistently Absence**' and what is being done to support the family?
- What is their **punctuality** like? How are leaders helping to improve if it isn't good?
- How regular does the pupil receive **rewards** and how does this compare with others?
- What is **behaviour** like, has the pupil received any sanctions and how does this compare with others? Has there been any exclusions, either internal or external?
- Does the pupil benefit from **extra-curricular activities**?
- How regular does the pupil utilise the **library**?
- How often does the pupil answer/volunteer **questions in class** and are interactions with teachers positive or negative?
- Who do they sit with at lunch and do they have lots of **friends**?
- How regularly do **parents/carers engage** with the school e.g. attend parents' evenings, respond to parent questionnaires?
- Does the pupil take on any **roles and responsibilities** within school?
- Does the pupil attend all **school trips** that are offered by the school?
- If the pupil has **high prior attainment** and the school sets pupils by ability for any subject or activity then are they still in the top sets/groups?
- Does the pupil have any **additional barriers** e.g. SEND and has the school got a joined up approach using the extra funding?

## Appendix 4: Calendar of actions

Month	Action
<b>September</b>	Ensure the school is aware of all pupils eligible for the Pupil Premium funding, Pupil Premium plus and the Service Premium
	Support eligible parents to apply for FSMs
	Ensure all class teachers know which pupils are eligible for the Pupil Premium
	Ensure governors are suitably trained regarding Pupil Premium.
	Ensure staff have refresher training regarding Pupil Premium.
<b>October</b>	<b>Pupil Premium funding payment to academies</b>
	Complete the October census (NB – this will determine the amount of Pupil Premium funding for the following year)
	Attend Learn-AT PP network meeting
<b>November</b>	Review, evaluate and update the Pupil Premium strategy statement Share with governors
	Governors scrutinise schools' plans for and use of their Pupil Premium funding.
<b>December</b>	Monitor attendance and behaviour data of pupils eligible for the Pupil Premium
	Liaise with relevant outside agencies about pupils' development in these areas, such as attendance officers or learning mentors
	Consider data alongside qualitative information about pupils, to recognise where there has been improvement.
	Update LAC numbers
	Upload the Pupil Premium strategy statement onto the school's website
	Ensure the current Pupil Premium action plan is published on the school website
	Monitor the progress data of pupils eligible for the Pupil Premium
	Attend pupil progress meetings for pupils eligible for the Pupil Premium, to discuss how to support pupils to reach their potential
	Gather information on the quality of teaching received by these pupils through learning walks and discussing interventions
<b>January</b>	Review the attendance at extra-curricular activities of all disadvantaged pupils and evaluate the impact of the strategies in place
	Share strategies and examples of good practice for supporting pupils eligible for the Pupil Premium with teaching staff and support staff
	<b>Pupil Premium funding payment to academies</b>
<b>February</b>	Complete a Pupil Premium pursuit
	Monitor relationships with families, keeping a record of issues if they arise
	Attend Learn-AT PP network meeting
<b>March</b>	Review the impact of the Pupil Premium strategy. Funding can be carried over to where appropriate.
	Monitor attendance and behaviour data of pupils eligible for the Pupil Premium

	<p>Liaise with relevant outside agencies about pupils' development in these areas, such as attendance officers or learning mentors</p> <p>Consider data alongside qualitative information about pupils, to recognise where there has been improvement</p> <p>Monitor the progress data of pupils eligible for the Pupil Premium</p> <p>Attend pupil progress meetings for pupils eligible for the Pupil Premium, to discuss how to support pupils to reach their potential</p> <p>Monitor the implementation of the current Pupil Premium action plan</p>
<b>April</b>	<p><b>Pupil Premium funding payment to academies</b></p> <p>Review roles and responsibilities of all disadvantaged pupils.</p> <p>Feedback to governors</p> <p>Meet with the Pupil Premium link governor, if you have one</p> <p>Produce a report to the governing board about the impact of Pupil Premium funding on pupils eligible for Pupil Premium</p>
<b>May</b>	<p>Plan transition arrangements for disadvantaged pupils</p> <p>Monitor pupil progress in areas outside the curriculum, through liaising with teachers, support staff, outside agencies and other specialists working with the pupil</p> <p>Attend Learn-AT PP network meeting</p>
<b>June</b>	<p>The DfE confirms the allocation of the Pupil Premium funding</p> <p>Identify and plan summer school for disadvantaged pupils if applicable.</p> <p>Gather information on the quality of teaching received by these pupils through learning walks and discussing interventions</p> <p>Keep up to date with research on effective use of Pupil Premium funding</p>
<b>July</b>	<p><b>Pupil Premium funding payment to academies</b></p> <p>Support eligible parents to apply for FSMs</p> <p>Monitor the progress data of pupils eligible for the Pupil Premium</p> <p>Monitor attendance and behaviour data of pupils eligible for the Pupil Premium</p> <p>Liaise with relevant outside agencies about pupils' development in these areas, such as attendance officers or learning mentors</p> <p>Consider data alongside qualitative information about pupils, to recognise where there has been improvement</p> <p>Review the curriculum to ensure vocabulary development, reading, careers education, cultural capital development is effective.</p> <p>Attend pupil progress meetings for pupils eligible for the Pupil Premium, to discuss how to support pupils to reach their potential</p> <p>Feedback to governors</p> <p>Meet with the Pupil Premium link governor</p> <p>Produce report to the governing board about the impact of pupil premium funding on pupils eligible for Pupil Premium</p>
<b>August</b>	<p>Summer schools</p>

## Appendix 5: Links to useful resources and research

### Gov.uk

DfE Guidance and documentation:

[DfE Pupil premium: effective use and accountability](#)

DfE: Policy paper: The Pupil Premium, last updated, January 2020:

[www.gov.uk/government/publications/pupil-premium/pupil-premium](http://www.gov.uk/government/publications/pupil-premium/pupil-premium)

ESFA (2020)

[‘Pupil premium: conditions of grant 2020 to 2021’](#)

Ministry of Defence (MoD) (2020)

[‘The Service Pupil Premium: what you need to know’](#)

You can find the full details of the underpinning research:

[www.gov.uk/government/publications](http://www.gov.uk/government/publications)

### Education Endowment Foundation

Guide to The Pupil Premium: [EEF Guide to the Pupil Premium \(EEF, 2019\)](#)

Closing the Attainment Gap (EEF, 2018):

<https://educationendowmentfoundation.org.uk/evidence-summaries/attainment-gap/>

EEF teaching and learning Toolkit

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/>

The families of schools' tool to compare your disadvantaged pupils' results with those in similar primary and secondary schools:

<https://educationendowmentfoundation.org.uk/toolkit/families-of-schools/>

Making Best Use of Teaching Assistants: Guidance Report. London: Education Endowment Foundation [online]. Available:

[https://educationendowmentfoundation.org.uk/uploads/pdf/TA\\_Guidance\\_Report\\_Interactive.pdf](https://educationendowmentfoundation.org.uk/uploads/pdf/TA_Guidance_Report_Interactive.pdf)

Working with parents to support children's learning.

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parents-to-support-childrens-learning/>

### Looked After Children

DfE (2018)

[‘Promoting the education of looked-after children and previously looked-after children’](#)

PAC-UK the country's largest independent Adoption Support

<https://www.pac-uk.org/>

DfE: The designated teacher for looked after and previously looked-after children  
Statutory guidance

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683561/The\\_designated\\_teacher\\_for\\_looked-after\\_and\\_previously\\_looked-after\\_children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf)

DfE: Guidance for LAs

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/683556/Promoting\\_the\\_education\\_of\\_looked-after\\_children\\_and\\_previously\\_looked-after\\_children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_looked-after_children.pdf)

## Ofsted Documentation and Guidance:

2019 Ofsted Education Inspection Framework

<https://www.gov.uk/government/publications/education-inspection-framework>

2019 Ofsted School Inspection Handbook (Updated 2021)

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/>

See how your pupils are performing in relation to national results, using the Ofsted School Data Dashboard, which includes measures for disadvantaged pupils and low attainers in special schools:

<http://dashboard.ofsted.gov.uk/dash.php?urn=125473>

How schools are spending the funding successfully (2013)

[The pupil premium: how schools are spending the funding successfully - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Tackling disadvantage through effective use of the pupil premium Gaynor Roberts Senior HMI London region

[https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk/rsu/files/cag2018\\_ofsted\\_gaynor\\_roberts.pdf](https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk/rsu/files/cag2018_ofsted_gaynor_roberts.pdf)

## Other useful resources:

Lambeth council resources

<https://beta.lambeth.gov.uk/search/content?keys=disadvantage#gsc.tab=0&gsc.q=disadvantage&gsc.sort=>

NCTL and the Teaching Schools Council (TSC) (2018)

[‘Effective pupil premium reviews’](#)

LGFT Free school Meal Eligibility checker for parents

<https://pps.lgfl.org.uk/>

Missing Talent (Research Brief Edition 5: June 2015). London: The Sutton Trust [online]. Available:

<http://www.suttontrust.com/wpcontent/uploads/2015/06/Missing-Talent-final-june.pdf>

Adfam:Families in lockdown: The effects of the Covid-19 lockdown on the family and friends of someone with an alcohol, drug or gambling problem, June 2020:  
<https://bit.ly/33Q9wg0>

Pupil Premium Initiatives:

<https://www.headteacher-update.com/best-practice/pupil-premium/pupil-premium-initiatives/693131/>

Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice. 2015

[www.nfer.ac.uk/publications/PUPP01](http://www.nfer.ac.uk/publications/PUPP01)

Supporting the Attainment of Disadvantaged Pupils: A briefing for school leaders:

[Supporting the Attainment of Disadvantaged Pupils: Briefing for School Leaders - NFER](#)

Equity and Quality in Education: Supporting Disadvantaged Students and Schools. Paris: OECD Publishing [online]. Available:

<http://www.oecd.org/education/school/50293148.pdf>

Education in England: Annual Report 2020, EPI, August 2020:

<https://bit.ly/3ldR60N>

Poverty Proof Your School: Find out more about the work of poverty-proofing and the COVID-19 response project work

[www.povertyproofing.co.uk](http://www.povertyproofing.co.uk)

SecEd: Poverty-proofing the school day, February 2019:

[www.sec-ed.co.uk/best-practice/poverty-proofing-the-school-day](http://www.sec-ed.co.uk/best-practice/poverty-proofing-the-school-day)

Schools' responses to Covid-19 The challenges facing schools and pupils in September 2020, NFER, September 2020:

<https://bit.ly/32NMJIT>

National Trust – 50 things to do before the age of 11 ¾

<https://www.nationaltrust.org.uk/50-things-to-do>

Curriculum:

[Applying the 'powerful knowledge' principle to curriculum development in disadvantaged contexts | impact.chartered.college](#)

John Dunford: Ten-step Pupil Premium Plan

<https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premium-plan/170456/>

Narrowing the achievement gap for disadvantaged pupils

[https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk/rsu/files/narrowing\\_the\\_achievement\\_gap\\_for\\_disadvantaged\\_pupils\\_2018.pdf](https://www.lambeth.gov.uk/rsu/sites/www.lambeth.gov.uk/rsu/files/narrowing_the_achievement_gap_for_disadvantaged_pupils_2018.pdf)

Do's and Don'ts of attainment grouping. London: UCL

[https://www.ucl.ac.uk/ioe/sites/ioe/files/dos\\_and\\_donts\\_of\\_attainment\\_grouping\\_-\\_ucl\\_institute\\_of\\_education.pdf](https://www.ucl.ac.uk/ioe/sites/ioe/files/dos_and_donts_of_attainment_grouping_-_ucl_institute_of_education.pdf)

Closing the vocabulary gap.

<https://www.theconfidentteacher.com/category/closing-the-gap/>

## LA information

Leicestershire County Council

<https://www.leicestershire.gov.uk/education-and-children/social-care-and-supporting-families/free-school-meals>



## Appendix 6: 11 Things by age 11 or Year 11

We know from research the importance of cultural and arts opportunities to support the wider learning of Pupil Premium students. Some young people have very little cultural and social input from elsewhere and therefore may miss opportunities others are able to access and make decisions that are less informed than they could be. Schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum. Exposure not only to culture but also to situations in which they might not have previous experiences is of paramount importance to their ongoing successes.

Schools within Learn-AT are encouraged to identify the experiences and opportunities that they offer all pupils based on the needs of their school community. In some cases, this is a pledge of **11 things by the age of 11**.

## Appendix 7: DfE Pupil Premium strategy statement

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

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

### School overview

Detail	Data
School name	
Number of pupils in school	
Proportion (%) of Pupil Premium eligible pupils	
Academic year/years that our current Pupil Premium strategy plan covers ( <b>3 year plans are recommended</b> )	
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil Premium lead	
Governor / Trustee lead	

### Funding overview

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

## Part A: Pupil premium strategy plan

### Statement of intent

You may want to include information on:

- What are your ultimate objectives for your disadvantaged pupils?
- How does your current pupil premium strategy plan work towards achieving those objectives?
- What are the key principles of your strategy plan?

### Challenges

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

Challenge number	Detail of challenge
1	<i>Add or delete rows as needed</i>
2	
3	
4	
5	

### Intended outcomes

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

Intended outcome	Success criteria
<i>Add or delete rows as needed</i>	

## Activity in this academic year

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

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Add or delete rows as needed.		

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Add or delete rows as needed.		

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Add or delete rows as needed.		

**Total budgeted cost: £** *[insert sum of 3 amounts stated above]*

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

### **Pupil Premium strategy outcomes**

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

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous Pupil Premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### **Externally provided programmes**

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

<b>Programme</b>	<b>Provider</b>

### **Service Pupil Premium funding (optional)**

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

## Further information (optional)

*Use this space to provide any further information about your Pupil Premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on Pupil Premium or recovery premium funding.*

## Appendix 8:Pupil Premium Strategy Action Plan 2021-2022

*Adapted from the EEF Tiered Approach*

Tier 1: Teaching priorities for current academic year						
Priorities:						
Actions	Who	Milestones	Cost	Success criteria /impact	Monitoring /who	Evaluation
Tier 2: Targeted academic support for current academic year						
Priorities:						
Research:						
Actions	Who	Milestones	Cost	Success criteria /impact	Monitoring /who	Evaluation



<b>Tier 3: Wider strategies for current academic year</b>						
<b>Priorities:</b>						
<b>Research:</b>						
<b>Actions</b>	<b>Who</b>	<b>Milestones</b>	<b>Cost</b>	<b>Success criteria /impact</b>	<b>Monitoring /who</b>	<b>Evaluation</b>

## Appendix 9: Pupil Premium Provision Map

DESCRIPTION OF INTERVENTION	FOCUS AREA	COST	PUPILS TARGETED	DESIRED OUTCOMES
Speech and language intervention with specialist	Communication	£2,500	Year 1 pupil premium	Improved vocabulary and language skills leading to improvements in reading and writing
Daily maths intervention programme with teaching assistant	Maths	£17,000	Year 5 pupil premium	80% of pupils eligible for pupil premium to be working at or above expectations

## Appendix 10: Pupil Premium case study: template

### PUPIL DETAILS

- Child X
- Age
- Class/year group
- Gender
- Special educational need (SEN), if any
- Ethnicity
- Reason for pupil eligibility (e.g. free school meals, looked after child, services child)

### DETAILS OF THE PUPIL'S OUTCOMES BEFORE INTERVENTION/SUPPORT

- Attainment in reading, writing and maths
- How the levels of attainment differ from the average for non-eligible pupils in the school
- How the levels of attainment differ from the national average for all pupils
- Attendance record
- Record of exclusions or other behavioural incidents

#### DETAILS OF THE INTERVENTION/SUPPORT

- Targets for improvement in each subject
- Time scales
- How the intervention is to be delivered and by whom
- Any changes to the intervention/support made during the time period of its implementation
- Pupil's engagement with the offer

#### ASSESSMENT OF OUTCOMES

- Where the intervention is for a long period: interim assessments of attainment in reading, writing and maths
- Final assessments of attainment in reading, writing and maths
- How the final levels of attainment differ from the average for non-eligible pupils in the school – this shows the impact on the in-school gap
- How the final levels of attainment differ from the national average for all pupils – this shows the impact on the school-versus-national gap
- Final attendance level
- Changes in record of exclusions or other behavioural incidents
- Future action plan in response to lessons learned