The Pupil Premium

Analysis and challenge tools for schools

This booklet accompanies Ofsted's Pupil Premium report (January 2013). It contains a series of tools that schools can use to help them to analyse where there are gaps in achievement between pupils who are eligible for the Pupil Premium and those who are not, and to plan the action they need to take.

Contents

Analysis and challenge toolkit for school leaders: secondary

On the following pages are modified versions of the tables used by inspectors during the Pupil Premium survey. Schools could use these to inform discussions between school leaders and governors, and help to shape future strategic planning for the use of the Pupil Premium funding. The tools could also be used to aid self-evaluation and may help with preparing for a section 5 or section 8 inspection. The tables can be adapted for future use by changing the dates. They could also be adapted to focus on achievement gaps for any other groups in the school.

Data for the pupil outcomes table for Year 11 should be taken from RAISEonline.
Data for other year groups should be available from the school's own tracking of pupils' attainment and progress.

Financial year	Amount of Pupil Premium funding
2016-17	-
2017-18	£600,000
2018-19	(predicted) £580,000 (@935 per pupil)

	2017-18	2018-19
Percentage of FSM pupils		
Number of FSM pupils eligible for the Pupil Premium	=	=
Number of looked after pupils eligible for the Pupil Premium	=	=
Number of service children eligible for the Pupil Premium	=	=

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Total

Where are the gaps in Year 11?

Year 11: Indicator	2017 gap between PP and non PP	2018 gap between PP and non PP	2019 predicted outcome for PP	2019 predicted outcome for non PP	2019 predicted gap	Comments/ contextual information
Attainment – 5+ A*-C passes including English and mathematics						
Attainment – average points score in English						
Attainment – average points score in mathematics						
Attainment – average points score (best eight GCSEs)						
Attainment – average points score (best eight GCSEs including equivalents)						
Achievement – expected progress in English						
Achievement – more than expected progress in English						
Achievement – expected progress in mathematics						
Achievement – more than expected progress in mathematics						
Achievement – value-added score (best eight GCSEs)						
Achievement – value-added score (best eight GCSEs including equivalents)						
Attendance						

| Persistent absence |
| Fixed-term exclusions |

Where are the gaps (other year groups)?

Year group	What does your data analysis tell you about the relative attainment and achievement of PP and non-PP pupils for each year group? Are there any gaps? To what extent are gaps closing compared with previous years' data?
Year 7	
Year 8	
Year 9	
Year 10	

Where are the gaps (other eligible groups)?

Group	Comment on predicted outcomes in 2013 and any gaps. Consider attainment, progress, attendance and exclusions.
Looked after children	
Service children	2 x service children joined the academy 2018-19.

Reflective questions

To what extent are the strengths and priorities suggested by this data clearly evident in the school's self-evaluation and improvement plans? If any are missing, outline them below and add them to your improvement plan, or use the separate planning and evaluation outline on page 12.

Which strengths are not reflected in your self-evaluation?

The SEF reflects the mixed picture in terms of improvement – made by some measures and not by others indicating erratic progress. The academy accepts this is as a result of a particularly difficult set of financial circumstances historically and planned in 2017-18 to address first of all the quality of teaching of all, with evidence of impact in the improved P8 overall.

In 2018-19 there has been more detailed evaluation of the gap and a plan produced which draws on the learning from the previous year as well as wider research and is linked to leadership remits in all areas.

The financial evaluation as relates to this is contained in this document.

Which priorities are not reflected in your school improvement plans?

From 2018-19 ADP, PP and the specific group within it that under-achieves by the most is clearly identified:

"Our vision is very clear:
- *All students to achieve required outcomes for future study or work; P8 = 0*
- *Inspiring students to greatness*

To support this, our whole school improvement plan will focus on those areas that we believe will make the biggest difference in terms of achieving our vision. The priorities are broken down into 4 areas:
- **a: Ambitious and inspiring leadership of all areas and a comprehensive curriculum in place.**
  - **Successful implementation of restructure**
  - **Increase in capacity at Middle Leadership level**
- **b: Creative and engaging Teaching and Learning**

- o **Inspiring teaching in a no opt out culture**
- o **Ownership of learning at all levels**
- **c: A school culture that ensures loyalty, friendship and pride**
  - o **A pastoral system that creates a sense of belonging – all groups, including PP**
  - o **An engaging and creative curriculum offer that ensures citizenship development**
- **d: A priority focus on the key areas for student progress**
  - o **Attainment in the middle ability in Maths**
  - o **Progress all ability groups in English**
  - o **Subject focus on History and technology**
  - o **Progress for PP, narrow the gap to non PP, and to national**
  - o **PP attendance and progress**
  - o **Specifically WBR PP Boys all areas"**

Planning and evaluation outline

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action…' If you plan to repeat this activity, what would you change to improve it next time?
PP "head start" and "catch up" KS3	£120,000	Continued	Staffing of Foundation provision in Y7/8 2x full time MoS, plus proportion of 2 more, Primary, SEN and English trained	Foundation provision designed to address gaps at transition and reduce barriers caused by "social" disruption to the pattern of the day from primary. (Catch up funding supports additionality here	Foundation has a subject lead who monitors delivery, tracks progress as a HoF would. Line Managed through SENCo. Academy data cycles.	Exclusions for PP and SEN PP reduced in Y7/8 (caveat – re difficulties of comparison); attendance improved; parental engagement improved, progress improved – there is still distance to travel. Renewed. Greater impact required for WBR boys

			also - resources)			
PP WBR boys' KS3	£70,000		1xMoS- Teacher of KS3 A/P for KS3 WBR boys where progress slow and barriers to learning high. 1 x MoS – support staff working to engage WBR boys via self esteem work – project driven.	To address remaining academic gaps re functional literacy; to improve social skills and learning resilience before cohort 1 starts Ks4. Review – if successful, extend.	KS3 Lead line managing. Academy data cycle, pastoral monitoring through KS3 lead and reporting as and when re-integration into full time mainstream learning.	(Recruited for for jan 2019 start). Intended outcome: as above but for this cohort.
Attendance	£30,000	Continued (adapted)	Portion of senior leader (2017-18) Impact evident on overall attendance and gap narrowed 2018-19 – funds	All data shows that poor attendance has greater correlation with poor outcomes than "PP status" itself, but PP students are less	Through senior line management routines.	Initially – attendance for PP students improved Long term – Outcomes for those attending at 95% are at least good; there are more PP students

	£25,000		the EWO (full time), with greater PP focus

Portion of Family Liaison Officer | likely to attend well so this creates a gap. This funding was designed to address this and did so in 2017-18 but in 2018-19 has been re-targeted to work with PP families more specifically than simply implementing the system (now it is already in place). | | within this 95% + cohort. |
| **Careers/learning relevance** | £25,000 | New | P/T careers advisor with PP focus – more social driven conversations designed to increase familiarity with career options

CPD costs for EPE launch – so | Research suggests PP students are less likely to be familiar with a wide range of career options as non PP students; this strategy is designed to try and replace some of the "norms" | Dept and central QA processes

LM for Careers. | |

			career focus in all lessons to address familiarity issues for PP students in particular	that PP students may not have experienced through home/community networks		
Additional provision	£25,000	Continued	Saturday school, holiday provision and staff tutoring. Proportion of high attainers intervention	Where gaps exist that can be corrected by time – ie, PP students whose attendance is good now but historically has not been, or final interventions for assessments as relate to Y11.	Academy progress systems	Attainment AND progress gap to narrow.
Interventions, including KS4.	£50,000	Continuation where evidence existed that attendance, behaviour or progress improved for students involved.	Eg Jamie's Farm, Enterprise activities through MUF, Teens and Toddlers, partnerships with outdoor pursuits providers locally Funding for A/P where multi-	Re-engagement with schooling – for disengaged or those with extreme additional needs (not SEN) would mean education outcomes improve.	Inclusion Leader	Long term – outcomes Short term – Attendance/behaviour indicators

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			agency agreement exists			
Resource packages	£50,000	New	Phonics and reading age systems – for 2019 Inclusion resources/careers access resources and homework licensing – research indicates homework a gap for PP students, plan for this in 2019.	Reduce gaps for PP student as they exist with their peers, literacy notable example, but homework and careers also – resource packages designed to address this gap will be funded from 2019 (Jan licensing, IT to review)	HoFs, IT and T&L.	Shirt term – eg reading age tests Long term - outcomes
Individual support; Trips, uniform, ensuring cultural/experience gap is reduced, IT access or kit. Sporting opportunity – travel to and from for example,	£100,000	New – in that identified as a "budget".	Case by case; partly through data cycle – do all PP students receive an entitlement and is it/how is it relevant? Also – where progress is good		Data cycle management, line management, RG through safeguarding /LAC and NK through inclusion.	Case studies will show these students reach targets.

revision guides or books.			(often attendance 95+) – IT access or resource might be the best answer.			
Additional staffing in Maths/English	New – Jan 2019.	TBC	TBC			Narrow gap in core – attainment AND progress

Self-review questions for Governing Bodies

Governors' knowledge and awareness

1. Have leaders and governors considered research and reports about what works to inform their decisions about how to spend the Pupil Premium?

2. Do governors know how much money is allocated to the school for the 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 this communicated to all stakeholders including parents?

4. Do governors know how the school spends this money? What improvements has the allocation brought about? How is this measured and reported to governors and parents via the school's website (a new requirement)?

5. 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?

6. Do governors know whether leaders and managers are checking that the actions are working and are of suitable quality?

Leaders and managers' actions

1. Do the school's improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?

2. Do the actions noted for improving outcomes for Pupil Premium pupils:

   – give details of how the resources are to be allocated?

   – give an overview of the actions to be taken?

   – give a summary of the expected outcomes?

   – identify ways of monitoring the effectiveness of these actions as they are ongoing and note who will be responsible for ensuring that this information is passed to governors?

   – explain what will be evaluated at the end of the action and what measures of success will be applied?

3. Is the leader responsible for this area of the school's work identified?

4. How do governors keep an ongoing check on these actions and ask pertinent questions about progress ahead of any summary evaluations?

5. Are the progress and outcomes of eligible pupils identified and analysed by the school's 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?

Pupils' progress and attainment

1. Does the summary report of RAISEonline show that there are any gaps in performance between pupils who are eligible for free school meals and those who are not at the end of key stages? (Look at the tables on the previous pages of this document for some indicators to consider)

2. Do the school's systems enable governors to have a clear picture of the progress and attainment of pupils who are eligible for the Pupil Premium **in all year groups across the school**, not just those at the end of key stages?

3. If there are gaps in the attainment of pupils who are eligible for the Pupil Premium and those who are not, are eligible pupils making accelerated progress – are they progressing faster than the expected rate – in order to allow the gaps to close? Even if all pupils make expected progress this will not necessarily make up for previous underperformance.

4. Is the school tracking the attendance, punctuality and behaviour (particularly exclusions) of this group and taking action to address any differences?

Overall, will governors know and be able to intervene quickly if outcomes are not improving in the way that they want them to?