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ACADEMIES
TRUST

PUPIL PREMIUM

Contents

Why is high-quality Pupil Premium provision so important? The National Context	Page 3
What is the Pupil Premium Funding?	Page 4
DSAT expectations of our schools: the use of Pupil Premium funding.....	Page 6
Good practice	Page 7
The Pupil Premium Strategy and Strategy Statements	Page 8
Accountability	Page 10
Effective strategies.....	Page 12
Support for DSAT schools.....	Page 13
Pupil premium for small primaries: how to spend it wisely.....	Page 14

Contents

Appendices..... Page 16

Appendix 1: Frequently Asked Questions

Appendix 2: Resources for Governing bodies

Appendix 3: Links to useful resources and research

Appendix 4: Template for the pupil premium strategy statement

Appendix 5: Primary DfE completed example for the strategy statement

Appendix 6: Pupil premium case study template

Appendix 7: Pupil Premium Optimum Learning Plan (OLP) sample

Why is high-quality provision for Pupil Premium pupils so important? The National Context

Changing the life chances

- The gap in outcomes between those pupils from the least well-off backgrounds and their classmates is already evident by the time they begin school, aged 5.
- Over the next 11 years of full-time education, it worsens considerably.
- When pupils start school, the relative gap in outcomes between those from disadvantaged backgrounds and their more well-off peers is approximately 4 months and 8 months behind in reading.
- By the time they finish primary school, this has more than doubled to 9 and a half months.
- By the end of secondary school, it has more than doubled again, to an over 18 months' gap.

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



What Is the 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

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

(EYPP) for pupils who meet the eligibility criteria (LAC, previously LAC or whose parents meet the criteria for Free School Meals): **£302**.

Pupils in Primary School

£1,345 per pupil for each Ever 6 FSM FTE and each eligible NRPF FTE pupil, 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):

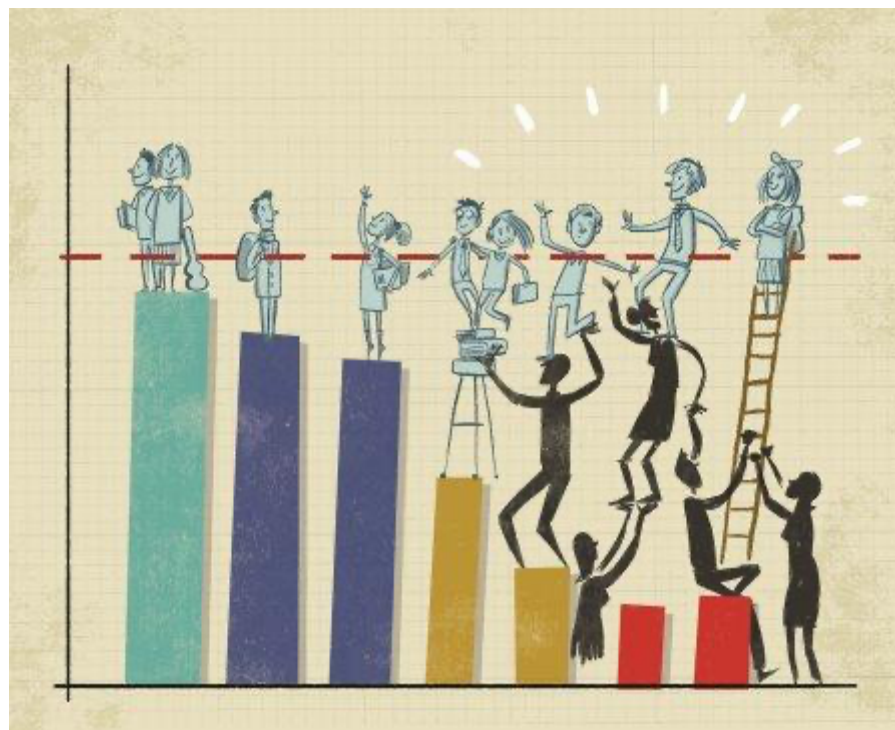
£2,345 per pupil for each post-LAC in year groups reception to year 11

Service children

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

Children with no recourse to public funds (NRPF)

For 2021 to 2022, pupil premium eligibility is being extended to pupils eligible for free school meals under the temporary extension set out in the coronavirus (covid-19): temporary extension of free school meals eligibility to NRPF groups guidance. As these pupils are not registered as eligible in the school census, eligible schools will need to make a claim for additional pupil premium funding for these pupils.



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>

DSAT expectations of our schools: the use of Pupil Premium Funding

Consistent with our vision of offering *an inclusive framework for education that opens for our children 'life in all its fullness'*, Diocese Sheffield Academies Trust (DSAT) aims to maximise the impact of pupil premium funding, while ensuring that we adhere to the government guidance: 'Pupil Premium: funding and accountability for schools'.

Therefore, DSAT require:

- All school staff to recognise they have a responsibility to close the disadvantage gap.
- All our schools to have a senior leader that takes responsibility for the strategic use of the pupil premium funding, evaluation, and the reporting to accountable bodies.
- Leaders to produce a 3-year strategy for the use of the pupil premium funding. This must:
 - have a clear rationale for the school's spending of the Pupil Premium
 - include a section that identifies the school's Intent to Spend the pupil premium
 - have carefully targeted activities that enable good learning and readiness
 - 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
 - clearly evaluate the school's action on an annual basis
- Each of our academies to publish information in their Strategy Statement on its website, using either the DfE, trust template or an approved alternative, which must be completed. (see appendices).
- Leaders to facilitate training (at least annually) for all staff, so they understand the causes of underachieve, barriers to learning and strategies which help improve the outcomes for disadvantaged pupils.
- Leaders to robustly monitor and analyse the academic outcomes, attendance, persistent absence, exclusions, rewards and sanctions and extra-curricular engagement to identify priority areas to address.
- All local governing bodies to have a link governor for 'pupil premium' who has received appropriate training. This link governor acts as a conduit between the school and the local governing body to ensure there is clear oversight of the spending. However, the whole governing body has accountability for the education of disadvantaged pupils.
- Leaders plan a broad, deep, and relevant curriculum that actively seeks to reduce disadvantage with a strong focus on reading, the development of vocabulary, strong careers advice and guidance, social and emotional development, and enrichment.
- Extra-curricular activities are accessible to all pupils and expense must not be a barrier for disadvantaged pupils.

If you would like any further information, please contact Alison Adair (aadair@dsat.education)

Good practice:

1. The Pupil Premium funding supports improved attainment, raised expectations and readiness for life and learning. Spending decisions are informed by research evidence.
2. The Pupil Premium funding is used to ensure disadvantaged pupils' access excellent teaching and learning every day.
3. High-quality teaching and learning are prioritised over intervention. An intervention culture can lead to disadvantaged pupils being seen as 'someone else's responsibility'.
4. All pupils can access a curriculum that is broad, balanced, and deep. A curriculum that develops '*the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.*' (Cultural capital)
5. Excellent attendance and behaviour of disadvantaged pupils is essential to maximise their learning. The pupil premium funding prioritises improving these.
6. Most academically able pupils from disadvantaged backgrounds are most at risk of under-performing. Schools focus on these pupils just as much as pupils with low results.
7. Schools consider the needs of **all** educationally disadvantaged pupils (Children in Need, young carers) when arranging additional support.
8. 'All ability' teaching groups are the norm, so no pupil experiences a 'glass ceiling' from setting or streaming.
9. Teachers feel accountable for the progress and attainment of all pupils in their class, regardless of background or barrier to learning.
10. Leaders plan their pupil premium strategy over the medium term (e.g. three year) to maximise the impact
11. 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 mean that their children have a narrower range of experiences pre-school and outside school than their better-off peers. Every one of these children is an individual with specific background and needs, and schools must consider these for each individual child in order to target support most successfully. Good practice includes adopting detailed, individualised learning plans for each pupil premium pupil.

***'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

From **September 2019** schools were encouraged to move away from full annual reviews that can be time-consuming and instead consider a multi-year strategy – such as one covering a **3-year period** – for pupil premium use, with light touch annual reviews that will continue to form the school's pupil premium statement.

This will help school leaders to:

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

Doing this will give schools greater certainty when planning their:

- expenditure
- recruitment
- teaching practice
- staff 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 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 development:

- That focuses on the pedagogy that research shows to have the greatest impact on the learning of disadvantaged pupils.
- That helps identify and remove the barriers to learning faced by many disadvantaged pupils
- That focuses on curriculum development which identifies the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.
- Support for early career teachers

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

Schools should decide on the main issues stopping their pupils from succeeding at school and use the pupil premium to fund extra help.

- Structured interventions
- Small group tuition
- Pre-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
- Attendance initiatives
- School breakfast clubs
- Additional music lessons
- Help with the cost of educational trips or visits
- Extra-curricular and enrichment opportunities
- Speech and language therapy
- Behaviour improvement initiatives

Schools may find using the pupil premium in this way helps to increase pupils' confidence and resilience and encourage pupils to be more aspirational.

Accountability

For many schools, because of the area they serve, Pupil Premium forms a sizeable chunk of the overall school budget.

Local governors

The 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*

Governors should scrutinise schools' plans for and use of their pupil premium funding.

DSAT

During visits and meetings, the DSAT will hold governors, headteachers and pupil premium leads to account for the impact of the pupil premium strategy. They will scrutinise the strategy statements and check they are published. They will also consider 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 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. However, there is still a requirement to account for the impact of your Pupil Premium spend.

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 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 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:

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 measure the effectiveness of your pupil premium approach and spending, you should assess the **performance of your disadvantaged pupils** compared with the **national average for non-disadvantaged pupils**. You are not required to compare or report within-school or within-class attainment gaps between disadvantaged pupils and their non-disadvantaged peers.

Effective strategies

What works well?	What to avoid!
<p>The most successful schools:</p> <ul style="list-style-type: none"> • <i>Collect and analysed data on groups and individual pupils, and monitor this overtime</i> • <i>Focus on teaching quality</i> • <i>Identify the main barriers to learning for disadvantaged children</i> • <i>Put interventions in place when progress has slowed</i> • <i>Engage with parents and carers in the education of their child</i> • <i>Refer to existing evidence about the effectiveness of different strategies</i> • <i>Train all classroom staff in the strategies being used in school</i> • <i>Secure staff commitment to the importance of the Pupil Premium agenda</i> • <i>Train governors on Pupil Premium</i> <p>In deciding which policies to use, heads and teachers need to:</p> <ul style="list-style-type: none"> • <i>Decide what the school wants to achieve with Pupil Premium funding</i> • <i>Analyse the barriers to learning before deciding what strategies to use</i> • <i>Decide on desired outcomes and identify success criteria for each</i> • <i>Monitor and evaluate the success and impact of any current strategies on pupils; change them if they are not working</i> • <i>Decide on an optimum range of approaches to use</i> • <i>Keep up to date with research</i> 	<ul style="list-style-type: none"> • Making assumptions about parents, pupils. • 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.

Support for DSAT 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 network

For all schools in DSAT we are introducing a **Pupil Premium Lead network meeting**, taking place in Autumn term and Summer term. Here, pupil premium leads will be provided with regular updates, recent research, and opportunities to share effective practice across the trust. The network meeting for Pupil Premium Leads in Autumn term will be held on 20th September 2021 at 3.30pm on zoom. Register in advance for this meeting:

<https://us02web.zoom.us/meeting/register/tZwpdeuqqT4iHtITe9iJZL8fuERS7aFhcnqC>

After registering, you will receive a confirmation email containing information about joining the meeting. Contact Alison Adair for more details (aadair@dsat.education)

Training for governors.

From 2021, DSAT will be offering training for any governor who wants to attend. 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. Governor training with a focus on pupil premium will be held on zoom on December 7th at 4pm – details below for registration. Register in advance for this meeting:

<https://us02web.zoom.us/meeting/register/tZYscO-grTkvHtSKI2DU0fUeE-FN5Qjcg1qG>

After registering, you will receive a confirmation email containing information about joining the meeting.

Bespoke support for Pupil Premium Leads and headteachers

DSAT can provide one to one support for school leaders to help maximise the use of the funding and to ensure the greatest impact. Contact Alison Adair for details (aadair@dsat.education).

Pupil premium for small primary schools: how to spend it wisely

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

As a school with a small number of pupils eligible for the pupil premium, you'll have less money and fewer staff to support disadvantaged pupils compared with other schools.

This means it makes sense for you to focus your spending on things that:

- Are cheap
- Don't require too much extra staff time
- Have a long term impact

Know your school's needs

Before you decide what to spend your pupil premium funding on, you should be clear about:

- Pupils' individual needs – any initiatives you go for must meet these needs
- When you could run any interventions – identify times (e.g. between lessons or during registration) where you could fit them in
- Staff availability – identify staff who could be free during these times to run interventions

2. Raise teaching quality across your school

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

Consider the following **low-cost strategies** from the [Education Endowment Foundation \(EEF\) teaching and learning toolkit](#):

- | |
|---|
| <ul style="list-style-type: none">• Making feedback more effective• Improving reading comprehension• Emphasising collaborative learning• Oral language interventions to develop spoken language and interaction in class |
| <ul style="list-style-type: none">• 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

You can do this for small groups or individual pupils – it'll help you keep on top of your disadvantaged pupils' learning and adjust your support

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

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

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

- **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 your pupils have the things they need, like stationery, books and maths equipment. You can use your pupil premium funding to buy equipment for disadvantaged pupils
- **School uniform vouchers** – at the end of each half term, check in with your pupils (and their parents) to see if you can help to buy any uniform that is needed

Appendices

Appendix 1: Frequently Asked Questions

Appendix 2: Resources for Governing bodies

Appendix 3: Links to useful resources and research

Appendix 4: Template for the pupil premium strategy statement

Appendix 5: Primary DfE completed EXAMPLE for the strategy statement

Appendix 6: Pupil premium case study template

Appendix 7: Pupil Premium Optimum Learning Plan (OLP) samp

Appendix 1: Frequently Asked Questions

Who is the pupil premium for?

QUESTION	ANSWER
1. Must the activity funded by the pupil premium benefit eligible pupils alone, and exclude other pupil groups?	<p><i>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.</i></p> <p><i>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.</i></p>
2. Should each eligible pupil have the Department for Education's per-pupil amount spent on them?	<p><i>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.</i></p> <p><i>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.</i></p> <p><i>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.</i></p>
3. Is the pupil premium intended to support only those pupils who have low attainment?	<p><i>The grant is to support disadvantaged pupils of all levels of attainment. Evidence shows disadvantaged high prior attainers are especially at risk of under-achievement.</i></p>
4. Is support funded through pupil premium only for pupils listed as eligible in the DfE's 'Key to Success' download?	<p><i>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.</i></p>

	<i>The DfE recommend schools base their pupil premium strategy on their understanding of the aggregated needs of their pupils in school at the time the strategy is written; this should be regularly reviewed.</i>
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Pupil premium payments

5. Doesn't DfE know who the eligible pupils are; why does it tell schools nine months into the school year?	<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>
6. Shouldn't pupil premium follow pupils if they change school mid-year?	<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>
7. Where schools make a mistake and a pupil is recorded as PP eligible in error can the Department for Education correct the records?	<p><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></p>

Using the pupil premium effectively

8. Why is there no clear guidance on how to use the grant properly? It's all left up to schools.	<p><i>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.</i></p>
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<p>9. Is the pupil premium intended only for improving academic outcomes, or can it be used for things like cultural enrichment?</p>	<p><i>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.</i></p> <p><i>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.</i></p>
<p>10. Is it acceptable to use pupil Premium to plug gaps in the funding for core activities?</p>	<p><i>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.</i></p> <p><i>Continuous Professional Development is important for the effectiveness and motivation of all teaching and support staff.</i></p>
<p>11. Do schools have to use the template provided by the DfE to plan their pupil premium strategy and publish it online?</p>	<p><i>To comply with School Information regulations, schools are required to publish an updated pupil premium strategy annually. 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</i></p>
<p>12. 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?</p>	<p><i>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.</i></p> <p><i>The department and Ofsted do not require pupil premium data in any specific format, and do not require 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.</i></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 is allocated, how it is calculated, and which groups of pupils attract the premium.

Know your school

You should:

- 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 Local Governing Body's specialist

You should:

- Take an active part in any governing board 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 governing body meetings
- Committee meetings
- School visits

Question	What to look for
<p>How does the attainment of pupils eligible for the pupil premium as a group compare with others?</p>	<ul style="list-style-type: none"> • 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 • If their attainment is worse, why this is the case and what is being done to address it • If there isn't an attainment gap at your school, how they're using the funding to stretch pupils further
<p>What is the pupil premium spent on?</p>	<ul style="list-style-type: none"> • Senior leaders should be able to outline how funding is used. For example, it could be spent on specific resources and intervention programmes • Senior leaders should refer you to a pupil premium provision map <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>
<p>How do you decide what interventions or activities to spend the pupil premium on?</p>	<p>Senior leaders might explain that decisions are based on:</p>

	<ul style="list-style-type: none"> • Relevant targets in the school improvement plan • Specific areas of underperformance identified through assessment or other internal data • Research and reports about what strategies help to close the attainment gap
<p>How do you monitor the progress of eligible pupils so you can see whether the pupil premium spending is having an effect?</p>	<p>You want to hear that senior leaders:</p> <ul style="list-style-type: none"> • Can use their assessment system to do this for all pupils eligible for the funding • Analyse data • Arrange pupil progress meetings with teachers • Can track the attendance, punctuality and behaviour of this group as well as attainment, and can see where they need to take action
<p>What impact is the pupil premium funding having?</p>	<p>Your pupil premium spending should be having a noticeable impact. The funding is allocated specifically to close the attainment gap 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"> • 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 • Could refer to the school's annual impact statement, which you're required to publish on your website

How do you make sure the pupil premium grant is spent appropriately on the intended target groups?	<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> <p>Senior leaders can outline the measures they have in place to make sure it's spent appropriately. This could include:</p> <ul style="list-style-type: none">• Keeping records of pupil premium spending• Managing a provision map that identifies the needs of pupils that should be met and how funds have been allocated to meet the needs• Tracking the progress of pupils eligible for pupil premium• The pupil premium funding is kept separate from general school resources so it can clearly be used as intended• For example, your school business manager/ senior leader may break the funding down into smaller and specific cost centres focused on pupil premium provision, e.g., one-to-one tuition, group interventions. If the funding isn't kept separate, the school business manager/ senior leader should be able to isolate and check on the use and impact of the funding
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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. Are eligible pupils achieving in line with other pupils within school who are not disadvantaged who have similar starting points?
12. 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*
- *Sporting opportunities*
- *Development of skills such as resilience*
- *Strong careers advice and guidance*
- *Strong RSE 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)?

Appendix 3: Links to useful resources and research

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

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

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

Education Endowment Foundation

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

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 \(www.gov.uk\)](#)

Other useful resources:

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>

Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice. 2015 www.nfer.ac.uk/publications/PUPP01

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

Schools' responses to Covid-19 The challenges facing schools and pupils in September 2020, NFER, September 2020: <https://bit.ly/32NMJIT>

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

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

Appendix 4: Pupil premium strategy statement

*Before completing this template, you should read the guidance on [using pupil premium](#).
Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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 (3 year plans are recommended)	
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)	£
Total budget for this academic year 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
<i>Add or delete rows as needed.</i>		

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
<i>Add or delete rows as needed.</i>		

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

Budgeted cost: £ *[insert amount]*

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

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

Programme	Provider

Service pupil premium funding (optional)

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

Measure	Details
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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 6: 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 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

Appendix 7: Pupil premium Optimum Learning Plan (OLP) - sample

Pupil Premium Optimum Learning Plan: xxxxxx Primary School

Year Group	Year	Pupil	Class teacher	SEND/ Additional needs	FSM?	
xx	2020/21	xxxxx	xxxx		Yes/ No	
TERM	Foci of O.L.P i.e Key subject(s) /S.E.M. H	Rationale <i>Why does the pupil need an O.L.P? (Detail of need)</i>	What are the current barriers to success in this area?	What actions will ensure optimum success? <ul style="list-style-type: none"> Environmental factors Resources Specific interventions (Refer to Graduated Response doc. Waves 1 and 2) 	Who will deliver the O.L.P/ interventions and when?	What resources are required to ensure optimum success? – e.g. S.E.N.D. support/PP plus/other resources.
AUTUMN	<p>1. Writing</p> <p>To be able to punctuate sentences correctly.</p>	<p>?is currently working at D2 (he has just started Year 3)</p> <p>?is a very reluctant and slow writer. He writes very slowly and struggles with his hand grip.</p> <p>He has a lack of concentration and is making slow progress in all areas.</p>	<p>?’s behavioural issues have a big impact on his learning. He is unable to sit and concentrate for long periods of time</p> <p>Wave 1 from GRF- Social Communication: Mild difficulties with social communication and getting along with people. Some rigidity of thoughts which affects learning may affect being a member of a group-</p>	<p>Adult support in class to rehearse sentences, then punctuate.</p> <p>Give ? a phonics mat and spelling mat for him to refer to during lesson.</p> <p>Where possible, sit ? in a quieter area in the classroom/ at his table so that he can concentrate.</p> <p>He will be given short bursts of learning and given a time limit (using a sand timer) to complete activities.</p>	<p>HW and AS during literacy lessons.</p> <p>Small intervention group 3 x a week concentrating on sentence structure and applying spellings.</p>	<p>Class based resources – word mats and vocabulary resources to support.</p> <p>Easy access to spelling mats with spellings from Y1-Y4, phoneme mats and</p>

			<p>Daniel finds it difficult to keep his hands to himself and give other children space.</p> <p>Wave 1 from dyslexia- poor handwriting, small amounts of work produced, difficulties remembering sequences, work avoidance, difficulty remembering spelling patterns.</p>	<p>Wave 1 from GRF- Social Communication: Give Daniel an extra input of clear instructions, as well as carpet sessions, opportunities to work 1:1 with HW, pre- learning opportunities, a slower pace of learning.</p> <p>Wave 1 from dyslexia strategies: Use ICT to support pupil, visual prompts, brain breaks, handwriting intervention, additional phonics support, use of alphabet arc.</p>	<p>(AS&HW)</p> <p>Small intervention group 3 x week working on handwriting (AS&HW)</p>	<p>vocabulary mats.</p> <p>Capital letter strips so and phonics mats.</p> <p>Sand Timers</p>
Autumn Term	<p>2. Reading</p> <p>To read with increased fluency.</p>	<p>? is not currently at ARE. He is finding it difficult to progress past group H through RWI. He has been on the programme for 3 years and still finds it difficult to recall speed sounds.</p>	<p>?loses concentration during reading. He needs a book that he is interested in, to stay focussed. He finds the classroom a very distracting environment.</p>	<p>A more bespoke RWI group- ?will now work in a 1:4 'rapid catch- up' group with A Shaw during RWI time.</p> <p>Extra individual reading to an adult</p> <p>Extra comprehension/ cracking comprehension activities in the afternoon.</p>	<p>1:4 group with AS for extra phonics</p> <p>Extra reading to HW and AS during assembly time.</p> <p>CC time in the afternoon with HW.</p>	<p>Interesting books available that will interest boys.</p> <p>Boy friendly reading area.</p> <p>Digital literacy available in the reading area.</p> <p>'Reading carousel' activities daily in an afternoon 2.15-2.30. These will include: reading to a partner, book reviews,</p>

						listening to audio books on the iPad, reading to an adult and reading challenge cards. RWI resources.
Autumn Term	<p>3. Writing</p> <p>To spell at least twenty words from the Year 3&4 spelling list.</p>	<p>? is currently working at D2 (He has just began Y3). He appears to have a lack of concentration and short term memory difficulties. This results in him forgetting to apply many of the words he has already learnt.</p>	<p>? s short-term memory and concentration appears to be an issue. He gets distracted easily by his peers.</p>	<p>Individual spelling list for the Y3/4 words. ? has created his own spelling zapper, so that he is learning 9 words at a time from the Y3/4 list. He will be given regular opportunities to practise these spellings with his peers and an adult.</p> <p>He needs access to these spellings on word mats during every literacy and topic lesson.</p> <p>Encouragement of an adult to look at these mats and use them to help him.</p> <p>Small 1:1 spelling practise in an afternoon</p>	<p>AS and HW support during Literacy lessons.</p> <p>Extra spelling practise in an afternoon 3xweek</p>	<p>Spelling Zappers.</p> <p>List of Y3/4 common exception words to have sent home.</p> <p>Opportunities to practise with spelling zappers.</p> <p>Word mats complete with Y1, 2, 3 and 4 common exception words.</p>

	4. Maths To recall number facts rapidly	?is not working at ARE. He is unable to recall his times table and number facts when asked.	?’s behaviour is a distraction to his learning and he finds it difficult to concentrate during lessons. He needs support to stay focussed.	Number fact group intervention twice a week (Tuesday and Thursday during assembly time)	Small intervention group 1:3 twice a week- Tuesday and Thursday (HW and AS)	Times tables rockstars and abacus online, Numicon, Online games.
Autumn Term	5. Social Communication	Wave 1: Social Communication: Difficulty making and keeping friends. Constant low level disruptive behaviours- touching people, refusal to sit down, tapping things, making silly noises, banging his hand, continuous shouting out and shouting out negative comments about himself all the time e.g. ‘I’m stupid’.	? has very little self- confidence and uses his humour to make other people laugh and feel better about himself.	Provide regular praise and pick out one positive thing ? has done every lesson. Use of ? ’s special interest as motivation- 5 minute iPad time during the afternoon. Give regular feedback to Daniel from AS and HW Emphasis should be placed on developing social and communication skills. Social Intervention group, using strategies from Wave 1 & 2 twice a week 1:3 with HW	To work with AS or HW during lessons. Group on Monday and Friday afternoon with HW 1:3	Advice from Educational Psychology Service.

IMPACT/ PROGRESS REPORT END OF AUTUMN TERM

TARGETS	OCTOBER - Reviewed by:	NOVEMBER- Reviewed by:	DECEMBER - Reviewed by:	CONTINUE WITH NEW O.L.P?
1.				

2.				
3.				
4.				

