



aspire achieve excel

THE PUPIL PREMIUM

THE ROLE OF GOVERNORS

FACTS & BACKGROUND

- Introduced 2011 – to improve outcomes for disadvantaged learners and to narrow the attainment gap between them and their more affluent peers.
- In 2014-15 - £1300 per primary-age pupil, and £935 per secondary-age.
- SJWMS - £79,000
- HoH – £307,000
- EPA – £208,000
- HHPA – £26,000
- APA - £27,000
- SPA – £36,000
- SJPA - £67,000
- TWT - £750,000



THE MORAL IMPERATIVE

2013

only 38% of disadvantaged students got 5 A*-C grades, compared with 65% of their peers.

Proportion of disadvantaged pupils achieving L4+ in R, W, M (KS2 Results in 2013)

National – 63%

Lambeth – 77%

Medway – 58%

2012 – 2% of disadvantaged pupils achieved A/A* in E&M, compared with 10% of 'other' children.



IDENTIFICATION

DfE

‘For the academic year 2014 to 2015, we provide all schools with a list of pupils who have been eligible for free school meals at any point in the last 6 years. This list is available through a pupil premium download from the Key to Success website’.

‘This data will allow you to identify the pupils who have previously attracted pupil premium funding so you can target support accurately. The data can also help you estimate how much pupil premium funding you will be allocated for budget planning purposes’.

EFA pays quarterly instalments.

ACCOUNTABILITY

- performance tables, which show the performance of disadvantaged pupils compared with their peers
- requiring schools to publish details **online** each year of how they are using the pupil premium and the impact it is having on pupil achievement
- the **Ofsted** inspection framework, where inspectors focus on the attainment of pupil groups, and in particular those who attract the pupil premium



THE WEBSITE

Information must show:

- pupil premium allocation for the current academic year
- details of how the school intend to spend the allocation
- details of how the school spent the previous academic year's allocation
- how it made a difference to the attainment of disadvantaged pupils



THE OFSTED FRAMEWORK

Achievement section Grade 1

- For disadvantaged pupils, the proportions of pupils making expected progress and the proportions exceeding expected progress in E&M are similar to or rapidly approaching, those for other pupils nationally and in the school.
- The attainment & progress of disadvantaged pupils at least match or are rapidly approaching those of other pupils nationally and in the school.
- The learning of disadvantaged pupils is consistently good or better

Quality of Leadership & Management section Grade 1

- The school's actions have secured improvement in achievement for disadvantaged pupils, which is rising rapidly, including in E&M.
- Through highly effective, rigorous planning & controls, governors ensure ..the effective & efficient management of financial resources such as Pupil Premium funding. This leads to excellent deployment of staff & resources to the benefit of all groups of pupils.

WHAT GOVERNORS NEED TO KNOW

- What is the attainment gap in the school?
- How much money is received?
- How is the money being spent?
- What is the impact of the funding?

HOW DO I KNOW WHAT SPENDING IS PERMITTED?

- DfE – ‘schools should be the decision-makers, using evidence to inform professional judgements’.
- Any spending activity is legitimate as long as:
 - thought has gone into how it will improve education attainment,
 - the impact can be measured
 - the attainment gap is closing,

BEST PRACTICE

Schools which are successful with raising expectations and outcomes for disadvantaged pupils share key common characteristics:

- Quality of teaching & learning counts most (recruit, train, retain great staff)
- Pupil-by-pupil understanding of their attitudes to learning & family engagement
- A vision is understood & pursued by the entire school
- Use of data to inform practice & interventions
- Effective transition between key stages.
- Mix of 'pastoral' & 'academic' initiatives



CONTINUED

- PP eligibility does not mean low attainment – stretch & support higher attainers
- Linger over language
- Resist temptation to be ‘busy’ with funding – long-term & sustained impact (Gaudi Test)
- Regular updates on use of Pupil Premium – termly data points
- Focus on progress to improve *attainment* (a student cannot put on their CV that they got a D in GCSE maths but that they made excellent progress).

DATA ACTIVITY

2014 RAISE online table

What questions would you ask as governors of this school? Does this school do well by its disadvantaged pupils in reading?

