

PUPIL PREMIUM – ESSENTIAL DOCUMENTS

1. The main page of the EEF Toolkit, with the strategies in order of effectiveness:
<http://educationendowmentfoundation.org.uk/toolkit/>
2. Page 3 of the Ofsted report on PP (Feb 2013), which summarised the successful and unsuccessful approaches to using PP <http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement>
3. Extracts from the Ofsted framework of all the paragraphs where PP is mentioned (See Annex 1 below)
4. The report on the Deployment and Impact of Support Staff (DISS) project on teaching assistants at www.oxfordprimary.co.uk:
http://fdslive.oup.com/www.oup.com/oxed/primary/literacy/osi_teaching_assistants_report_web.pdf?region=uk
5. Ofsted resource on evaluation of pupil premium effectiveness
<http://www.ofsted.gov.uk/resources/pupil-premium-analysis-and-challenge-tools-for-schools>
6. Article for middle leaders from the Spring 2014 of Teaching Leaders Quarterly:
http://www.teachingleaders.org.uk/wp-content/uploads/2014/03/TL_Quarterly_Q5_14_Dunford.pdf
7. Blog: Ten point plan on spending the pupil premium successfully
<http://johndunfordconsulting.wordpress.com/>

See also:

1. Ofsted report on *Unseen Children*: <http://www.ofsted.gov.uk/resources/unseen-children-access-and-achievement-20-years>
2. A link to the Free School Meals toolkit, which give practical ideas for increasing registration:
<http://www.childrensfoodtrust.org.uk/resources/fsm/free-school-meals-matter-toolkit>

School inspection handbook

September 2014

Pupil Premium and disadvantaged references

Initial evidence

4. Inspectors must use all available evidence to develop an initial picture of the school's academic performance. Planning for the inspection must be informed by analysis of information on the school's website, including its statement on the use of the pupil premium,¹

30. Inspectors should also request that the following information is made available at the start of the inspection: (list of 13 items including)

- any reports of external evaluation of the school, including any review of governance or pupil premium.

36. Where an external review of governance and/or of the school's use of the pupil premium is recommended, these must also be recorded and coded on an EF.

Evidence during inspection

40. Through lesson observations and subsequent discussions with senior staff and teachers, inspectors should ensure that they: (list of four items including)

- gather evidence about how well individual pupils and particular groups of pupils are learning, gaining knowledge and understanding, and making progress, including those who have special educational needs, those who are disadvantaged and the most able.

68. Inspectors must take advantage of opportunities to gather evidence from a wide range of pupils, including disabled pupils, those with special educational needs, those who are disadvantaged, those who are receiving other forms of support and the most able.

“At least good progress”

129. Inspection is primarily about evaluating how well individual pupils benefit from the education provided by their school. It is important to test the school's response to individual needs by observing how well it helps all pupils to make progress and fulfil their potential. It may be relevant to pay particular attention to the achievement of disadvantaged pupils, including looked after children² and pupils known to be eligible for free school meals – a school is unlikely to be judged outstanding if these pupils are not making at least good progress.

¹ Throughout this document, 'disadvantaged pupils' refers to those pupils for whom the pupil premium provides support.

² In April 2014, eligibility for pupil premium funding was extended to looked after children who have been looked after for one day or more and children who were adopted from care or left care under a Special Guardianship Order or a Child Arrangements Order.

Reviews of governance and/or use of the pupil premium

92. Before leaving, the lead inspector must ensure that the school is clear about the recommendations for improvement, and the reasons for recommending an external review of governance and/or an external review of the use of the pupil premium

135. Where governance is judged to be ineffective, inspectors should include an external review of governance in their recommendations for improvement. The form of words to be used in the report under 'What the school should do to improve further' is:

'An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.'

136. It is for the school to decide how this review will take place, and to commission and pay for it. Such reviews aim to be developmental and do not represent a further inspection. Full details on what might be the form and nature of such reviews can be found on the following link: www.gov.uk/reviews-of-school-governance.

137. Where the inspection report identifies specific issues regarding the provision for disadvantaged pupils, inspectors should recommend an external review on the school's use of the pupil premium. The form of words to be used is:

'An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.'

138. In such instances, inspectors should advise that the school seeks support from an independent, external system leader with a track record of accelerating disadvantaged pupils' achievement. Full details on what might be the form and nature of such reviews can be found on the following link: www.gov.uk/pupil-premium-reviews.

139. Although inspectors may recommend either a review of the use of the pupil premium or of governance, it is expected that there will be many cases where inspectors will judge it appropriate to recommend both an external review of governance and an external review of the school's use of the pupil premium.

140. The review's impact will be assessed and reported on by inspectors conducting subsequent monitoring visits and the next section 5 inspection. If the governing body has not undertaken a review by the time of the next section 8 or section 5 inspection, inspectors may take account of this when evaluating the progress made by the school.

Monitoring and evaluation, capacity to improve and impact

147. Inspectors should consider the effectiveness of monitoring and evaluation and the extent to which it is shared with governors. This includes monitoring and evaluation of (list of seven items including)

- the quality of teaching and the achievement and progress of all groups of pupils, including disadvantaged pupils, relative to other schools nationally

155. Inspectors should consider how well leaders and managers demonstrate the capacity to bring about further improvement. Good intentions and an aspirational outlook or a recent change of headteacher following a period of poor leadership do not in themselves provide

sufficient proof of the capacity for further improvement. For example, inspectors should take account of (list of five items including)

- a track record of improvements in achievement and/or maintenance of high levels of achievement, with particular reference to disadvantaged pupils

158. When evaluating the effectiveness of leaders, managers and governors, inspectors should gather evidence about the use of the pupil premium in relation to the following key issues:

- the level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years³
- how the school has spent the pupil premium and why it has decided to spend it in the way it has
- any differences made to the learning and progress of disadvantaged pupils as shown by performance data and inspection evidence.

165. Inspectors should consider whether governors: (list of 14 items including)

- use the pupil premium and other resources to overcome barriers to learning, including reading, writing and mathematics

Grade Descriptors – Leadership and management (p.49)

Outstanding (1)

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

Good (2)

- The school's actions have secured improvement in achievement for disadvantaged pupils, which is rising, including in English and mathematics.

Inadequate (4)

- The progress in English or in mathematics of disadvantaged pupils is falling further behind the progress of other pupils with similar prior attainment nationally or in the school.

³ Since April 2014, the grant allocation for looked after children must be managed by the designated virtual school head in the local authority that looks after those children, whose responsibilities are set out at: www.gov.uk/pupil-premium-virtual-school-heads-responsibilities.

Grade Descriptors – Quality of Teaching (p.61)

Outstanding (1)

- Much teaching over time in all key stages and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making sustained progress that leads to outstanding achievement.

Good (2)

- Teaching over time in most subjects, including English and mathematics, is consistently good. As a result, most pupils and groups of pupils on roll in the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, make good progress and achieve well over time.

Inadequate (4)

- Teaching is likely to be inadequate where any of the following apply:
- As a result of weak teaching over time, pupils or particular groups of pupils, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able, are making inadequate progress.

Grade descriptors – Achievement of pupils at the school (p.71)

Outstanding (1)

- From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in mathematics are high compared with national figures. For disadvantaged pupils, the proportions are similar to, or are rapidly approaching, those for other pupils nationally and in the school.
- The attainment and progress of disadvantaged pupils at least match or are rapidly approaching⁴ those of other pupils nationally and in the school.
- The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, disadvantaged pupils and the most able, is consistently good or better.

Good (2)

- From each different starting point, the proportions of pupils making expected progress and the proportions exceeding expected progress in English and in mathematics are close to or above national figures. For disadvantaged pupils, the proportions are similar to, or improving in relation to, those for other pupils nationally and in the school.

⁴ Where the attainment of disadvantaged pupils is high, any in-school attainment gaps need not be closing rapidly.

- The attainment and progress of disadvantaged pupils are similar to or improving⁵ in relation to those of other pupils nationally and in the school.
- The learning of groups of pupils, particularly those who are disabled, those who have special educational needs, disadvantaged pupils and the most able, is generally good.

Inadequate (4)

- For disadvantaged pupils, the proportions making expected progress or exceeding expected progress from the different starting points in English or in mathematics are consistently well below those of other pupils either nationally or in the school, and show little or no improvement.
- Groups of pupils, particularly disabled pupils and/or those who have special educational needs and/or disadvantaged pupils and/or the most able, are underachieving.

Pupil progress

180. Inspectors must consider whether teachers routinely give the necessary attention to the most able and the disadvantaged, as they do to low-attaining pupils or those who struggle at school

195. Inspectors must take account of:

- the learning and progress across year groups of different groups of pupils currently on the roll of the school, including disabled pupils, those who have special educational needs, disadvantaged pupils and the most able; evidence gathered by inspectors during the course of the inspection should include: (list of ten items including
- the school's own records of pupils' progress, including the progress of pupils who attend off-site alternative provision for all or part of the week, and the progress of disadvantaged pupils, or those for whom the Year 7 literacy and numeracy catch-up premium provide support, and the most able pupils such as those who joined secondary schools having attained highly in Key Stage 2
- pupils' progress in the last three years, where such data exist and are applicable, including that of looked after children, disadvantaged pupils, disabled pupils, those who have special educational needs and the most able; evidence gathered by inspectors during the course of the inspection should include the proportions making expected progress and the proportions exceeding expected progress in English (or separately in reading and writing) and in mathematics from each starting point, compared with national figures, for all pupils and disadvantaged pupils

⁵ Where the attainment of disadvantaged pupils is high, in-school attainment gaps may exist.

Gaps to be considered

196. Inspectors must take particular account of the progress made by disadvantaged pupils compared with that made nationally by other pupils with similar starting points, and the extent to which any gaps in this progress, and consequently in attainment,⁶ are closing. Inspectors should first consider the progress and attainment of disadvantaged pupils compared with the national figures on progress and attainment for non-disadvantaged pupils, and how much any gaps are closing.

They should then also consider any in-school gaps between disadvantaged pupils' progress and attainment and the progress and attainment of the other pupils in the school, and how much these gaps are closing.

Inspectors should consider the impact of what a school is doing to narrow all of these gaps in progress and attainment between disadvantaged and non-disadvantaged pupils, where they exist. Where in-school gaps are narrowing, inspectors should check that this is because the progress and attainment of disadvantaged pupils is rising, and not because the progress or attainment of non-disadvantaged pupils is falling.

Where an in-school attainment gap exists or widens, inspectors should consider whether this is because disadvantaged pupils attain more highly than other pupils nationally, while non-disadvantaged pupils in the school attain even more highly.

Sixth Form

210. When inspecting and reporting on students' achievement in the sixth form, inspectors must take into account all other guidance on judging the achievement, behaviour and development of students, including specific groups such as disabled students, those with special educational needs, those who are disadvantaged⁷ and the most able, and the extent to which achievement gaps are closing and how well provision for them is led and managed, their safety assured and an appropriate curriculum provided.

212. Inspectors will draw from the range of inspection activities in the overall guidance, and additionally: talk to students to find out: how well individual study programmes meet their expectations, needs and future plans, including for disabled students, those with special educational needs, those who are disadvantaged or the most able

Grade descriptors – Sixth Form provision (p.82)

Includes same references as 'Achievement of pupils at the school' (in Outstanding, Good and Inadequate categories).

⁶ Inspectors must evaluate and report on the difference in average point scores in each of English and mathematics in national assessments at the end of Key Stage 2, and at GCSE at the end of Key Stage 4, between disadvantaged pupils and other pupils nationally, and between disadvantaged pupils and other pupils within the school. They must report on the extent to which any such gaps are closing, considering in-school gaps in the context of national gaps. Inspectors should express gaps in terms of grades at Key Stage 4 and periods of time, such as 'two terms', at Key Stage 2.

⁷ In the sixth form, the term 'disadvantaged' applies to looked after children and students who were known to be eligible for free school meals when in Year 11.

Annex 1 Evidence Form Codes (p.85)

Codes for recommendation of an external review of governance and/or pupil premium
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EF code O (other)

subject code ER

special focus code: 1 governance only, 2 governance and pupil premium, 3 pupil premium only
