

Pupil Premium Conference

Challenge

- To narrow the gap between less well-off pupils and their peers
- A lot of Pupil premium money has been spent without strategic planning
- Priorities = Excellence and Equity.
- Raising achievement + closing the gap – both are essential
- Gap is bigger for white, British `working class` pupils, particularly boys
- Europeans coming into the country are aspirational
- Excellence and equity in performance is less to do with how rich a country is and how much is spent on education than on how the educational resources are allocated and to the policies, practices and learning environment

What strategies are working?

- Reducing class sizes
- 1 : 1 tuition/small group work
- Improving the quality of teaching
- Extra attendance support to reduce absenteeism
- Imaginative teaching
- Concentrating on transition from one Key Stage to the next
- Pupil Premium planning MUST be part of the school's Development Plan, not isolated
- Drill down into school's data to find individual pupil's needs and address them

The gap in 2013

- Nationally there is a 19% gap between FSM pupils at age 11
- This increases to 27% by GCSE
- Portsmouth is 20% at age 11 and 30% by GCSE
- Attainment of FSM pupils at end of KS2 = 79% Camden 68% Southampton 57% Portsmouth
- Attainment of FSM pupils at GCSE = 63% Tower Hamlets 41% Southampton 28% Portsmouth
- The highest achievement of FSM pupils is either in schools with a high % of FSM(30%+) or a very low % (under 3%). This is because where the % is high, the schools make a supreme effort. Where the % is very low, those pupils stand out and are therefore targeted. `Middle of the road` percentages are not targeted.
- The gap includes Looked-After Children, young carers, children from service or traveller families, children from chaotic backgrounds.

- Schools need to prioritise their school's gaps and decide on comparators (Pupil Premium and non-PP pupils in your school and PP pupils in your school and nationally)
- Poor teaching disproportionately disadvantages PP pupils and conversely quality teaching disproportionately advantages PP pupil **so spending money on improving quality teaching is beneficial all round**

Barriers to learning for PP pupils

- To improve outcomes for PP pupils schools need to identify the barriers to learning
- Identify what you want to achieve. What should success look like?
- This should then identify your PP strategy
- In-depth training is needed FOR ALL STAFF NOT JUST TEACHERS

What are the barriers?

- Low expectations/aspirations BY PUPILS , PARENTS & SCHOOL STAFF
- Poor attendance
- Parents not engaged/lack of continuity of engagement
- Emotional intelligence particularly changing mindsets
- Poor nutrition/health
- Chaotic lifestyles
- Poor language skills/communication leading to poor reading, writing and speaking
- Low self-esteem
- Exclusions
- Unidentified learning needs

Deciding your desired outcomes

- What will success look like in your school in 2014, 2015, 2016, 2017?
- Improving attendance
- Every pupil to make at least good progress
- Improving engagement with families i.e. school with family and family with school
- Improving the school's destination data eg. All Year 6 pupils to achieve at least level 4, no pupils to leave school at end of Year 11 as NEETs
- Widen the experiences of PP pupils who generally have much more limited experiences than non-PP pupils eg take them to visit a university or a theatre or music production (Look at National Trust website for 50 things to do by age 11)
- VIP = Values Innovation Partnership (with other schools, family, industry etc)

Deciding on your school's strategies

- What strategies will produce your desired outcomes?
- Use evidence of what works

- Train staff in depth on chosen strategies
- Monitor progress of pupils frequently (once a term isn't enough)
- Rapid interventions needed once a problem is identified
- Evaluate the impact of the strategies
- There should be short term aims eg end of Years 2, 6 and 11 but also long-term aims for the whole school and whole school life of each pupil
- Teaching and learning strategies, improving literacy and numeracy, improving test and examination results and pastoral support strategies
- IS THE BALANCE RIGHT?
- Create a good audit trail. This is what HMI are looking for and it has to go on the school's website to show what you are spending the money on and its outcomes
- On website, should be audit trail with 4 headings : Strategy Cost Evaluation Impact
Cost may cover a number of activities for each strategy eg. Improving attendance could include employing attendance officer, buying alarm clocks, paying for phone reminders etc. Website should show how PP funding has turned things around – use anonymous case studies
- School has the autonomy on spending and is only accountable for the outcomes
- The following websites give good ideas about what other schools are doing
[nationalcollege.org/closing the gap/index](http://nationalcollege.org/closing-the-gap/index)
pupilpremiumawards.co.uk
ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully
ofsted.gov.uk/resources/unseen-children-access-and-achievement-20-years

Professional networks

- Seek out excellent practice in closing the gap
- Encourage staff to build professional networks. Policy isn't made just in the Head's office. Everyone must buy in and contribute
- There is local, national and international evidence of what works
- Have an outward-looking Portsmouth Pupil Premium Co-ordinators` network
- Use teaching assistants effectively. Look at oxfordprimary.co.uk
- Evidence from Ofsted of both successful and unsuccessful approaches
- ❖ Pupil Premium strategies should be `nested` within the School Improvement Plan and NOT stand alone and every member of staff should have a target for PP
- ❖ What happens to PP after 2016? Need to have evidence that PP is working in order to have any hope of retaining PP
- ❖ Use accountability as a positive tool to support successful implementation
- ❖ Building your school`s own data sets will help make success and will be proof particularly for future funding

- ❖ Include information on how many PP pupils attended out-of-school activities

What are inspectors looking for?

- Before inspection, RAISE Online is studied to for evidence on gaps
- How well did FSM pupils do last year in compared with other pupils in the school and nationally?
- How much progress did FSM make last year compared with others in the school and nationally?
- Has FSM pupils` progress been tracked?
- Quality of the schools analysis of performance and needs of PP pupils
- School`s rationale for spending PP money
- Appropriateness and level of challenge of school`s success criteria
- Robustness of school`s monitoring and evaluation
- Have staff talked with PP pupils and parents/carers? Evidence?
- Evidence of level of governors` involvement?

Additional perspectives

- The school curriculum is everything that happens to a child in school or school time
- Means giving all pupils a `whole curriculum` - a wide range of experiences, skills, personal qualities (look at CBI website for ideas)
- PP Awards will be a total of £4 million in 2015 and shared among the schools making the biggest impact with their PP funding. Look at pupilpremiumawards.co.uk to find out what past winners have done to win.

Overcoming disadvantages – Catherine Anwar, HNI

- The gap between FSM and non-FSM pupils in Portsmouth increases significantly by Year 11
- No. of FSM pupils in Portsmouth is 2nd highest in SE England but attainment by Year 11 is only 30%
- Can you be an outstanding school if your poor children don't do as well as the rest?
- Inspectors are looking first for
 - Disabled and SEN pupils
 - Gypsy, traveller, Roma and Service children
 - Boys
 - Girls
 - LACs
 - FSM
- Inspectors may say “ tell me about your most able FSM”
- Inspectors also looking for what actions the school has taken to improve the achievement of disadvantaged
 - Highly rigorous planning and controls
 - Governors ensuring financial stability
 - What is the % of pupils making expected progress?
 - Is most teaching outstanding?
 - When marking books, put PP books at top of pile to ensure they are marked well when teacher is most alert
 - HMIs don't recommend any particular teaching style as long as a teacher can justify the method chosen
 - Don't make excuses eg. We have so many FSMs, pupils have so many needs it's difficult to cope, we only have a small number of FSMs so it's not an issue
- HMIs look at the school's website to see that they are reporting on their use of PP money
- Looking for statement on what the impact is i.e. evaluation
- Schools need to ring-fence the money, need a strategy, how many pupils are eligible, list of interventions used

How to evaluate the impact

- Do you measure success according to achievement outcomes?
- Compare with national criteria, non-FSM and FSM pupils in your school and nationally
- Have attendance rates improved if you brought in measures to address this?
- Do governors know about PP spend and the outcomes?

Before inspection

- Refer to RAISEonline
- How well did FSMs do last year in comparison with other pupils in the school and nationally?
- How well have FSMs been performing over time? Is attainment rising? Is gap closing?

During inspection

- HMI will want to see school`s own data
- How well are teachers meeting the needs of individual pupils? How well does the school provide for disadvantaged pupils?
- Are teachers using approaches which are proving successful?
- Is there a designated PP leader in the school linked to a named governor, both with a clear view?

NB

1. Don`t confuse PP funding with low ability
2. Don`t spend indiscriminately on TAs with little impact and no performance management
3. Don`t spend on 1 : 1 teaching and booster classes which have been proved to have little impact and have high costs
4. Don`t spend in isolation – needs to be integral part of School Improvement Plan
5. Be honest in self-evaluation
6. Look at other successful schools – what`s working and why?
7. Be uncompromising about high expectations
8. Don`t try to second guess what HMIs want to see
9. Don`t forget about able pupils from poor backgrounds
10. Don`t give up