

Pupil Premium Network

The Pupil Premium (PP) was introduced in April 2011 and aimed to “..address the current inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most.” (Coalition Agreement) Pupil Premium therefore provides additional funding for three groups of “disadvantaged” pupils:

1. Those registered for free school meals (FSM), plus from 2013, those who have claimed FSM at any point in the last six years (known as ‘Ever 6 FSM’).
2. Those who have been looked after children (LAC) continuously by the local council for more than six months.
3. Those who are children of service personnel or from 2013, those whose parents have been killed in service and receive a service pension.

1) Free school meals

The 2011/12 data identifies that for pupils eligible for Free School Meals (FSM):

At the end of Y1

- 44% of pupils attained the level denoting success in the phonic decoding test (61%)

At the end of KS1 the following attained Level 2 or above:

- 76% in reading (90%)
- 70% in writing (86%)
- 79% in speaking and listening (90%)
- 82% in maths (93%)
- 80% in science (92%)

At the end of KS2:

- 74% of pupils achieved L4 in both English and Maths (88%)

At the end of KS4:

- 36.3% of achieved 5 A*- C (62.6%)

N.B. The figure in brackets at the end of each statement identifies the attainment percentage of pupils not eligible for FSM.

Pupils who claim Free School Meals (FSM)

Parents can claim FSM for their children if they receive benefits that include:

- Income support
- Income based job seekers allowance
- Income related employment and support allowance
- Child tax credit but **not** working tax credit and the household income is not more than **£16,190**. (Anyone receiving working tax credit, regardless of Income, will not qualify.)
- The guarantee element of state pension credit (from 30th April 2005)
- Support under part VI of the Immigration and Asylum Act 1999

Iniesta-Martinez et al (Nov 2012) identified in a research brief for the DfE, that around 1.4 million (21%) of children aged 4-15 in England are entitled to receive FSM but that only 1.2 million (18%) of 4-15 year old pupils actually claimed them. This equates to around 200,000 non claiming pupils. This has an impact on levels of funding provided to schools via the PP as it is provided only to pupils who claim FSM rather than those who are eligible for them. It is also worthy of note that the discrepancy between pupils eligible for FSM and those claiming them, increases as

pupils get older, so an increasing proportion of pupils progressing through the key stages will not receive additional funding. The DfE have produced a letter that schools can amend to encourage parents of pupils who may be eligible for FSM to claim. <http://preview.tinyurl.com/cjn2v4s>

In addition, in Feb 2012 the DfE provided a download of pupils' FSM histories via the Key to Success website which aims to provide information on individual pupils if and when they transfer schools. Schools may find this of value in identifying, Ever 6 pupils etc.

2) Looked after children

The 2011/12 data identifies that for pupils who have been in the care of the local authority (LAC) for more than twelve months:

At the end of KS1 the following attained Level 2 or above:

- 67% in reading (87%),
- 57% in writing (83%)
- 71% in maths (91%)

At the end of KS2 the following attained Level 4 or above:

- 60% in English (85%)
- 56% in maths (84%)
- 50% in English and maths (79%).

At the end of KS4:

- 15.1% achieved 5 A*-C incl English and maths (58.69%)
- 36.8% achieved 5 A*-Cs (80.3%).

N.B. The figure in brackets at the end of each statement identifies the attainment levels of percentage of pupils who are not looked after.

3) Children of service personnel

Up to date attainment data for children whose parents are in the armed forces is more difficult to locate as the DfE do not publish this but information they publish in 2010 states that:

- Across all age groups, children from military families reported significantly higher levels of emotional difficulties than children in the general population.
- Service children are generally less likely to be identified as being on School Action or School Action plus however, similar percentages will have a SEN statement.
- 58% of service children changed school during KS2 compared with 38% of non service children; At secondary school 6% of service children changed schools during their GCSE years compared with 2% of non-service children.
- At KS1 and KS2, slightly higher percentages of service children achieve the expected level in English and Maths compared to their peers.
- At KS4 greater percentages of service children achieve the 5+ A*-C and 5+ A*-C including English & Maths compared with their peers.

Pupil Premium

The PP has increased in value each year since its introduction two years ago and from April 2013, will provide £900 for the first two groups and £300 for the Service Premium. The full amount a school will receive in 2013-14 will be dependent on how

many eligible pupils they had on their roll on 17 January 2013 – pupil population census day.

In addition to this annual funding, an element of the PP can be applied for by secondary schools to fund summer school programmes for eligible pupils (FSM, Ever 6 or LAC) to support successful transition to secondary schools. This can be applied for at the rate of £250 per week for each pupil for a maximum two weeks.

For pupils in maintained schools, funding for PP is passed to schools via the local authorities whilst academies receive the funding directly from the Young People's Learning Agency. For pupils in maintained special schools and pupil referral units, funding is allocated to local authorities who will decide locally whether to pass it directly to the education setting or to hold back funding to manage it centrally for the benefit of those pupils for whom it is responsible.

Funding for 2013/14

An average-sized secondary school (990 pupils) with the average proportion of pupils eligible for FSM (including Ever 6 pupils 26.7%) will receive around £238,000. An average-sized primary school (250) with the average proportion of pupils eligible for FSM (Including Ever 6 pupils 26.2%) would have received around £59,000 but of course, there will be schools with no eligible pupils who receive no funding and others with much higher than average percentages of pupils claiming FSM who will receive much higher amounts. To this amount will be added the funding for pupils who are included in groups 2 and 3 but these will be much smaller numbers. The DfE has a calculator on its website where all schools can identify the PP funding that has been allocated to it. (Pupil Premium School tables <http://preview.tinyurl.com/7z7xy56>)

Accountability

Schools are free to decide how to spend their PP but they are accountable for the impact this has on the targeted group through:

- Performance tables which show the performance of disadvantaged pupils compared with their peers;
- The Ofsted inspection framework under which inspectors focus on the attainment of pupil groups, in particular those who attract the Pupil Premium; and
- The reports for parents that schools now have to publish online from Sept 2012 that is required to identify; *the amount of the school's allocation from the PP grant in respect of the current academic year; details of how it is intended that the allocation will be spent; details of how the previous academic year's allocation was spent, and the effect of this expenditure on the educational attainment of those pupils at the school in respect of whom grant funding was allocated.* (**The School Information (England) (Amendment) Regulations 2012**)

Ofsted and the pupil premium

These statements have been extracted from Ofsted inspections of primary schools in March 2013 and are posted on the **Clerk to Governors** website. This very useful website is a helpful source of information and is always up to date – in addition the information it provides is free! The inspection grades shown apply to Leadership and Management, which encompasses governance and are supportive in indicating the

evidence that schools should have in place for the distribution and evaluation of the Pupil Premium.

Outstanding

- *Governors make sure that the school is spending the pupil premium funding on those eligible for it and to good effect.*
- *The governing body has good knowledge, not only about how the funding for pupil premium is spent, for example, on extra staff, but also on the impact that it is having.*
- *The governing body monitors how effectively the school uses the money it receives to improve the progress of pupils entitled to extra help from the pupil premium.*
- *Governors ensure effective budget management and use funding sensibly to bring about improvement. They are managing the pupil premium funding well and expect to receive regular reports and data on its impact.*
- *Governors have a very clear understanding of how well all groups of pupils are achieving. They make sure the pupil premium is well spent and are fully involved in the monitoring of its impact to ensure the best outcomes for pupils.*

Good

- *It understands the data on how well pupils do, and the comparative performance of the school in relation to similar schools. It knows what is happening in the school and is aware that provision is good.*
- *Governors know about the effective allocation of the school's finances and pupil premium funding, the impact of which they check regularly.*
- *Governors know how much the pupil premium is and why it is spent on actions such as mentoring, one-to-one interventions for mathematics and English, and small-group work. The governing body monitors the use of the pupil premium through its committees.*
- *Governors are well informed about the school's performance compared to schools nationally, although they are unable to hold the school fully to account for pupil premium spending because they are not sufficiently aware of how the progress these pupils are making compares to that of other groups.*
- *Governors ensure that statutory duties are met and that financial resources, including the pupil premium, are managed effectively.*
- *The resources committee oversees the school budget and makes sure that pupil premium funding is used well to support the achievement of this group.*

Requires improvement

- *The governing body understands the purpose of the pupil premium and how it has impacted on the eligible pupils in the school.*
- *Governors know how pupil premium funding is spent. However, their knowledge of whether it is helping to improve pupils' progress and the quality of teaching they receive is limited.*

Inadequate

- *The governance of the school: is inadequate because the governing body has failed to hold leaders to account for their actions. Action: Improve governance by: guaranteeing that the extra funding from the Pupil Premium is spent exclusively in supporting those pupils for whom it is intended.*
- *Governors have not checked data on the school's performance well enough. They have limited understanding of how pupil premium funding has been used to*

accelerate the progress of those pupils eligible and therefore have not held senior leaders or teachers to account for their performance.

- *The governing body manages the school's finances efficiently, but it has not evaluated the impact of the pupil premium funding on the achievement of the pupils for whom it is intended.*
- *The governing body receives detailed information about the way that the pupil premium funding is spent and on the progress of pupils eligible for this funding, but the deputy headteacher's reports are not presented in a format that provides governors with a clear analysis of how many pupils are making accelerated progress.*

School action

Schools need to ensure an audit trail setting out how decisions were made regarding prioritising and putting in place action to reduce gaps in attainment between pupils eligible for PP and their peers and the impact it has had on learning outcomes. In order to enable this, robust assessment and progress tracking procedures are needed to facilitate the identification of under-performing pupils and then target interventions and support to accelerate progress towards age-related expectations. Questions school may want to consider when planning how to use their pupil premium could include:

- How does the progress of pupils eligible for PP compare to their peers? (School tracking system)
- How does the rate of progress of pupils eligible for PP compare with other schools? (RAISEonline)
- How does the school decide on the action it needs to take to increase the rate of progress for pupils eligible for PP (research, case studies, etc.)
- How measurably effective are the interventions the school has used to narrow gaps in attainment for learners eligible for PP? (Rate of progress using National curriculum attainments, Assessing Pupil Progress, P levels, Standardised tests results, Progression Guidance materials, Transition Analysis from RAISAE online etc.)
- How does the school currently provide information on its use of PP with parents? (Website, PP policy and direct mailing to parents)

The Sutton Trust-EEF Teaching and learning toolkit

This toolkit is available on the DfE funded Education Endowment Foundation website and identifies the following as approaches that may be successful in raising the attainment of pupils eligible for the PP:

- Effective feedback on learning for pupils and staff
- Metacognition and self-regulation. Teaching strategies to promote independent learning abilities.
- Peer tutoring. This can be with peers of the same or different ages.
- Early intervention. Identifying and responding to barriers to learning at an early stage.
- One-to-one tutoring.
- ICT – Investing in technology to supplement teaching
- Phonics. An important component of developing early reading skills
- Parental involvement. Increasing parental engagement with their child's learning.

Further information

Data

From the DfE/Research and Statistics Gateway.

Phonics Screening Check and National Curriculum Assessments at KS1 in England, 2011/2012 <http://preview.tinyurl.com/d4ut3bt>

National Curriculum assessments at KS2 in England 2011/12 Dec 2012

<http://preview.tinyurl.com/cxww5gm>

GCSE and equivalents by pupils characteristics in England (Jan 2013).

<http://preview.tinyurl.com/c6eh58p>

Outcomes for children looked after by local authorities in England (Updated March 2013) <http://preview.tinyurl.com/cykw4tl>

The Educational Performance of Children of Service Personnel July 2010

<http://preview.tinyurl.com/d56cgy2>

Pupils not claiming free schools meals (Nov 2012) DfE This research brief lists all Local Authorities and identifies the rate of non-claiming within them.

<http://preview.tinyurl.com/c66t8tt>

Key to Success website (Log in required)

<https://www.keytosuccess.education.gov.uk>

Useful resources

How will you get value for money from your Pupil Premium? This information is on the DfE/National College for Teaching and Learning website and is where Professor Steve Higgins from Durham University answers questions about the Pupil Premium e.g. funding and plans for spending discussion.

<http://preview.tinyurl.com/bsek5mj> This links to the Teaching and Learning Toolkit below.

The Sutton Trust-EEF Teaching and Learning Toolkit

This is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost. The Toolkit is a live resource which will be updated on a regular basis as findings from EEF-funded projects and other high-quality research become available. <http://preview.tinyurl.com/6trvuf2>

The effective use of the Pupil Premium PowerPoint presentation

This presentation was delivered by Wiktor Daron, Headteacher at St Paul's Catholic High School in Manchester in 2012 and provides a succinct overview of the main issues and how the school went about providing strategies to maximise attainment in order to improve outcomes for vulnerable groups.

<http://preview.tinyurl.com/d34fw9b>

Pupil Premium Summer School

Eligible schools that have eligible Ever6 FSM or LAC pupils making the transition into Year 7 in September 2013 can register for the PP Summer Schools. The deadline to sign up is 31st May.

<http://preview.tinyurl.com/awbqtxr>

Pupil Premium—how to use it – DfE

This section provides evidence notes and case studies on what has been found to work to raise attainment among disadvantaged pupils..

<http://preview.tinyurl.com/blz45q2>

The Pupil Premium Ofsted (2012)

How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils <http://preview.tinyurl.com/cyjipud>

The School Information (England) (Amendment) Regulations 2012

Identifies at schedule 4(9) the information that should be placed on a schools website in relation to the PP <http://preview.tinyurl.com/cny8qng>

What do Ofsted say about governors and the pupil premium?

Clerk to Governors website. Really useful and succinct information on what Ofsted reports say about the school's use of Pupil Premium.

<http://clerktogovernors.wordpress.com>

<http://preview.tinyurl.com/cy5bae2>

The Pupil Premium: Making it work in your school by Oxford Primary (2012)

This booklet is produced by a commercial company but includes valuable advice relating to potential actions that schools may take to increase impact of the PP. It would also provide a useful overview to share with parents and Governors.

<http://preview.tinyurl.com/bqabdr1>

Policies

Model Pupil Premium Policy for schools template (March 2013)

This template has been produced by teacher Sameena Choudry, in association with [Equitable Education](#) and is available to download from the Guardian Teacher Network (registration required) along with guidance on using the Pupil Premium.

Both can be amended to allow schools to create a Pupil Premium Policy that reflects their own practice. <http://preview.tinyurl.com/ccs9zfp>

Good example of an individual secondary schools policy/practice relating to PP <http://preview.tinyurl.com/d4ccl3m>