Ten-point plan for spending the pupil premium successfully
http://johndunfordconsulting.wordpress.com/

Sir John Dunford, national pupil premium champion identifies a ten point plan that he feels should be used when deciding on the effective deployment of the Pupil Premium funding

Steps	Information	Reflection
Step 1. Set an ambition for what you want your school to achieve with PP funding.	Scrutinise school data on parent confidence and skills, pupil's views, attainment, progress, attendance and behaviour to identify gaps in proportionality between disadvantaged groups and others and then identify what the school wishes to see as an outcome of spending the PP funding. This needs to be a vision statement e.g. to achieve equality of opportunity for all pupils; to make the school mission statement a reality for all pupils in the disadvantaged groups etc	
Step 2. The process of decision-making on PP spending must begin with an analysis of the barriers to learning for PP pupils.	Identify the barriers to success that exist at family/community level, at whole school level, at pupil cohort and individual pupil level.	
Step 3. Decide on the desired outcomes of your PP spending.	Schools should decide for themselves what outcomes they are aiming for with PP funding, but these might include: supporting parents to access services to enable them to better meet their child's needs; increasing the engagement of parents with their children's education and with the school; raising the attainment of eligible pupils; closing the gap between PP pupils and others in the school; closing the gap between the school's PP pupils and all pupils nationally; increasing opportunities for PP-eligible pupils, improving attendance; reducing exclusions. It may be helpful to begin by considering what schools can contribute to supporting family/community needs, whole school needs, pupil cohort and individualised needs in order to improve outcomes for pupils eligible to PP funding.	

Step 4. Against each desired outcome, identify success criteria.	Against each of the desired outcomes which the school decides to pursue, school leaders should set one or more success criteria. This could be expressed as a number, e.g. improving parent satisfaction in the school's ability to provide advice and guidance from 10% to 50%, closing the gap between the attainment of PP eligible pupils and that of all pupils nationally by x per cent this year etc.	
Step 5. Evaluate your current PP strategies.	Having set out a range of desired outcomes and put success criteria against them, schools can evaluate their current strategies and assess how successful each of the strategies is in pursuit of the stated outcomes. Consider how much of the PP funding is deployed on each year group and how this matches percentages known to be eligible for PP funding. Consider how much the school deploys to meeting the needs of individual pupils, how much on whole-school strategies and how much on community/family needs. What are the percentages? What has the impact of this spending had? There are no 'right answers' for the proportion of PP funding spent on different groups, but it will help evaluation to reflect upon these figures.	
Step 6. Research the evidence of what works best.	Review evidence led strategies to ensure that all strategies used are based on research and have the best possible chance of bringing about success.	
Step 7. Decide on the optimum range of strategies to be adopted.	These should not be seen as separate from the school's other efforts to raise attainment and accelerate progress. It should extend on what is already identified as priorities in the school development/improvement plan. Ensure the link between school data, barriers to success identified and the action to be taken is made clear.	
Step 8. Staff training.	Whatever strategies are deployed all staff must be involved and provided with training/awareness raising to enable them to share and commit to achievement of the vision. Once training has been provided then this needs to be embedded via peer support, monitoring and coaching as required.	

Step 9. Monitor the progress of PP- eligible pupils frequently.	Collect, analyse and use your data to maximum effect in monitoring the progress of every PP-eligible pupil.	
Step 10. Put an audit trail on the school website for PP spending.	The school needs to publish on the website an account of PP spending. This can be done in tabular form, listing each strategy, its cost, evaluation reports on its effectiveness, and its impact. In addition, schools can use anonymised case studies of the difference that PP funding is making to the lives of pupils. This will fulfil the governing body's legal obligation to report to parents on how the PP is being spent and the impact that is being made with it.	

Appendices
Step 1: Info on vision
The pupil premium: an update July 2014 Ofsted
This report provides an update on the progress schools have made in using their pupil premium funding to raise achievement for pupils eligible for free school meals. It is based on evidence from 151 inspections carried out between January and December 2013, text review of 1,600 school inspection reports published between September 2013 and March 2014, and national performance data for 2013. This report provides uses the attainment of pupils eligible for Free School Meals who attain 5 GCSE including English and maths in each Local Authority as its baseline for monitoring the impact that the Pupil Premium is having on outcomes. Conclusions:
1. Effective leaders identify their pupils' specific needs accurately and promptly so that low attainment can be tackled at the very earliest stage. They then track the progress of pupils and make amendments to the support they provide as a result of their monitoring and evaluation.
2. Leaders ensure that pupils eligible to the pupil premium have the best teachers and that the work of additional adults is closely monitored and thoroughly evaluated.
3. There is a very strong commitment, shared by staff and governors, to removing barriers to a pupil's development.
4. Effective leaders make informed choices, on a yearly and flexible basis, that match the particular needs of their pupils. They continue with interventions that have been successful and amend their practice where it has been less successful.
5. Schools ensure that pupils catch up with the basics of literacy and numeracy and offer support to improve pupils' attendance, behaviour, confidence and resilience. In the primary schools sampled, there was a very strong focus on improving reading. In the secondary schools, support for English and mathematics catch-up was often targeted at Year 7, but also continued across Key Stages 3 and 4.
http://preview.tinyurl.com/kkcmfan

Effective pupil premium review: John Dunford Nov 2014
Self evaluation **http://preview.tinyurl.com/nbuyw32**

Pupil Premium
The Exchanging Excellence section of the Herts for Learning website allows access to a number of useful resources when schools are reflecting on their use of the Pupil Premium. These include a booklet: *Pupil Premium in Hertfordshire: Use and impact,* case studies and presentations from speakers at their most recent PP conference. **http://preview.tinyurl.com/ln8p65u**

A Pupil Premium handbook for Cambridgeshire schools
This looks at many aspects of research led interventions and provides some useful proformas in the appendices and includes a useful article on Early Years interventions based on the Allen report.   **http://preview.tinyurl.com/lortgqy**

Step 2 Identifying barriers
Consider information from:
The Centre for Social Justice report (2013) that identified that pupils living in poverty often face multiple barriers to learning, such as:
- Less home-support for their learning
- Weaker language and communication skills
- Difficulties in basic literacy and numeracy skills
- Potentially less likely to believe they can control events affecting them
- Low parental education
- Low aspirations
- Poorer health

But remember that the report also cautions that:
- Adopting new curricula does not, in general, produce large improvements in learning outcomes.
- Traditional use of information and communication technology (ICT) (e.g. individualised, self-instructional programmes) has minimal impact on attainment for children living in poverty. Whole-class approaches, such as the use of interactive whiteboards and embedded multimedia, show greater promise.

Requires improvement   Centre for Social Justice Report 2013 **http://preview.tinyurl.com/p9dgvrr**

Multiple risk factors in young children's development: Sabates and Dex 2012
Indicators of risk in Millennium Cohort Study:
1. Depression
2. Physical disability

3. Substance misuse
4. Alcohol
5. Domestic violence
6. Financial stress
7. Worklessness
8. Teenage parenthood
9. Basic skills
10. Overcrowding

This paper examined the link between multiple risks and developmental outcomes for children born in 2000/1 and identified that:

- 43% of the sample was not exposed to any of these risks.
- 31% of families were exposed to one risk factor only, a level of risk that previous studies have found to be mostly unproblematic for child development.
- 16% of families were facing two or more of these risks.
- Three risk factors were faced by 7.5% of families.
- In just over 1% of families, children were exposed to five or more risk factors.

http://preview.tinyurl.com/kuxfs7z

Getting it Right for Every Child (GIRFEC) and SHANARRI

GIRFEC uses eight areas of well-being that pupils need to progress in order to enable them to be a successful. It is built around SHANARRI – the eight indicators of well-being that include being:

1. Safe. Being protected from abuse, neglect or harm.
2. Healthy. Provided with a high standard of physical and mental health support and enabled to increasingly make safe choices.
3. Achieving. Receiving support and guidance in their learning to boost their skills, confidence and self-esteem.
4. Nurtured. Having a nurturing and stimulating place to live and grow.
5. Active. Having opportunities to take part in a wide range of activities to assist them to build a fulfilling and happy future.
6. Respected. To be given a voice and involved in the decisions that affects their well-being.
7. Responsible. Taking an active role within their schools and communities.
8. Included. Getting help and guidance to overcome social, educational, physical and economic inequalities; accepted as full members of the communities in which they live and learn.

In order to focus identification and support needs on these areas, the approach uses a number of tools that include:

- The *Well-being Wheel* to record and share information that may indicate a need or concern.
- The *My World Triangle* to support understanding of a young person's whole world and explore needs and risks.
- The *Resilience Matrix* to help practitioners organise and analyse information to support the development of a secure base, self-esteem and self-efficacy. **http://preview.tinyurl.com/8gooscl**

Academic Resilience Young Minds (Williams and Hart 2014)

Academic Resilience - beating the odds for better results, is an approach for schools devised by Lisa Williams and Professor Angie Hart and adopted by Young Minds. The term "Academic Resilience" is used to describe the ability of pupils to achieve good educational outcomes despite adversity.   The approach has a number of sections that include:

1) How do I improve results through an academic resilience approach?

This section defines what a whole school approach is and what research says about the efficacy of this approach. It provides access to a number of tools to test, review and audit pupils' needs such as:

- **Resilience Framework for Children and Young People**
- The **Pyramid of Need** slide

For schools that may not have the capacity to undergo a full review of its procedures, the programme suggests delivery of the **Resilience Zap**. This is a short programme intended to be delivered at INSET in 2-3 hours and includes:

- An introduction to Academic Resilience including a PowerPoint presentation
- Short films that illustrate how schools are supporting the development of Academic Resilience
- **A self-assessment process of whole schools strengths and areas for improvement**
- Use of the Resilience Framework to discuss potential actions to respond to the needs of identified pupils.

2) What is Academic Resilience?

This section provides access to the Framework in full size and also allows downloading of an **interactive Resilience Framework** with supporting information. Information includes is in three chapters:

- How can we support Academic Resilience?
- What does the evidence tell us?
- How will promoting Academic Resilience help our schools achieve better results?

3) Which pupils are we talking about?

The chapters includes in this section include:

- Risk factors*
- High risk Pupils
- Medium and lower risk pupils
- Understanding risk and resilience factors:

*Risk factors are identified as including:
1. Stress effects and malnourishment in the womb
2. Poverty
3. Parents with little formal education
4. Family instability
5. Parental alcoholism
6. Poor parental mental health

7. Poor educational attainment
8. Poor relationships with others
9. Poor school attendance
10. Low peer and adult support
11. Not engaging with the wider community
12. Being exposed to negative life experiences, such as domestic violence or drug abuse in the family
13. Not mastering life skills
14. Low self-esteem and self-confidence
15. Having the feeling of little control or influence over one's own life

4) What can schools do?

This section includes chapters that include:

- Evidence
- Help pupils to understand what resilience is about and how they apply this to their own lives
- Ensure that vulnerable pupils have at least one supportive adult they can turn to in the school community
- Help with the basics for those pupils who really need it
- Provide multiple opportunities for children who find problems solving difficult, to practice those skills
- Make sure that your most vulnerable pupils have an activity they enjoy and help them to actually do this on a regular basis
- Create safe spaces for children who wish to retreat from school life
- Help pupils to map out a sense of future developing hope and aspirations
- Helping pupils to cope: teaching self soothing or management of feelings
- Support to help others such as volunteering or peer mentoring

5) **What about parents**

This section has chapters that include:

- Remember parents are not all the same. This provides link to the "**structured conversation**" handbook from Achievement for All and also the LEAP guidance. LEAP stands for **Listen, Empathise, Ask and Problem solve**.
- Starting and sustaining relationships
- Parent and carer resilience. This includes tips on how to reach the hard to reach family**.**

http://preview.tinyurl.com/q2zqsoa

Step 6: What Works?

John Hattie: Visible learning

His meta study identifies effective teacher characteristics that make the most impact as including:

- Teachers taking responsibility; don't blame the pupils;
- Teachers as agents of change more than facilitators;

- Teachers gaining feedback about their own effectiveness and progress;
- Teachers who provide challenge that is more than "do your best";
- Teachers who welcome error and build trust among peers in classrooms;
- Teachers who see assessment as informing them more than informing pupils;
- Teachers as evaluators (of themselves more than of pupils).

http://preview.tinyurl.com/le9ja9

Robert Marzano An overview of the findings from Prof Robert Marzano's book *Classroom Instruction that Works* can be found here **http://preview.tinyurl.com/d3xxgey**

Geoff Petty Geoff Petty's self assessment tools and a great deal more information on evidence based teaching can be found on his very useful website **http://www.geoffpetty.com**/

Mike Bell Evidence based teachers network **http://www.ebtn.org.uk/**

Sutton Trust-EEF Teaching and Learning Toolkit   **http://educationendowmentfoundation.org.uk/toolkit/**

The Sutton Trust-EEF Teaching and Learning Toolkit aims to be an accessible summary of educational research that provides guidance for teachers on action they can instigate to improve the attainment of disadvantaged pupils. The findings suggest that the additional impact the interventions contribute to learning success were:

- Feedback* (8 mths)
- Metacognition and self-regulation (8 mths)
- Peer tutoring (6 mths)
- Early Years interventions (6 mths)
- One to one tuition (5 mths)
- Homework (secondary) (5 mths)
- Collaborative learning (4 mths)
- Phonics (4 mths)
- Small group tuition (4 mths)
- Behaviour interventions (4 mths)
- Digital technology (4 mths)
- Social and emotional aspects of learning (4 mths)
- Parental involvement (3 mths)
- Reducing class size (3 mths)
- Summer schools (3 mths)
- Sports participation (2 mths)
- Arts participation (2 mths)

- Extended school time (2 mths)
- Individualised instruction (2 mths)
- After school programmes Learning styles (2 mths)
- Mentoring (2 mths)
- Homework (primary) (1 mths)
- Teaching assistants (0 mths)
- Performance pay (0 mths)
- Aspiration interventions (0 mths)
- School Uniform (0 mths)
- Physical environment (0 mths)
- Ability grouping (-1 mths)

*Feedback and *metacognition are the top two strategies to improve outcomes. Feedback redirects or refocuses either the teacher's or the learner's actions to achieve a goal, by aligning effort and activity with an outcome. Meta cognition is provided via teaching approaches which encourage learners to plan, monitor and evaluate their learning have very high potential, but require careful implementation

Early Years Toolkit EEF March 2015
The Early Years Toolkit provides guidance for early years professionals on how to use their resources to improve the learning of disadvantaged children. The Toolkit currently covers 12 topics, each summarised in terms of their average impact on learning, the strength of the evidence supporting them and their cost.
http://educationendowmentfoundation.org.uk/toolkit/early-years/

Resources:
- **The Pupil Premium: Making it work in your school**
- **Narrowing the Gap support**
- **Making Every Penny of the PP count**
- **How do you make sure the impact of Pupil Premium lasts**?

All by Oxford Primary These booklets includes valuable advice relating to potential actions that schools may take to increase impact of the PP. They also provide an overview to share with parents and Governors.   **http://preview.tinyurl.com/nmyf4kv**
SEcEd guide to: Demonstrating Pupil Premium Impact Useful and succinct information particularly on what Ofsted is looking for. **http://preview.tinyurl.com/bo3bznt**

Individualised approaches
What works for children and young people with literacy difficulties? The effectiveness of interventions schemes 4th Edition: Greg Brooks University of Sheffield (Feb 2013) **http://preview.tinyurl.com/brgd5fw**
What works for pupils with speech, language and communication needs http://preview.tinyurl.com/obwuevz
What works for children with mathematical difficulties (Dowker, DCSF, 2009)   This publications list a range of interventions used in primary schools to support progress in maths. **http://preview.tinyurl.com/ong7xw4**
The Pupil Premium: how schools are spending the funding successfully to maximise achievement   (Ofsted Feb 2013) This report is a collation of the effective practice seen by inspectors during visits to 68 primary and secondary schools to see how effectively they were spending their Pupil Premium funding to maximise achievement. **http://preview.tinyurl.com/c7hgdn3**
Pupil Premium: Analysis and challenge tools for schools (Ofsted Feb 2013) This booklet accompanies Ofsted's Pupil Premium report (January 2013). It contains a series of tools that schools can use to help them to analyse where there are gaps in achievement between pupils who are eligible for the Pupil Premium and those who are not, and to plan the action they need to take**.   http://preview.tinyurl.com/kz44ybs**

Effective classroom strategies for closing the gap in educational achievement for children and young people living in poverty, including white working-class boys (Sharples et al C4EO 2011)
Research in the UK (Sharples 2011) suggests that schools are adopting a number of strategies to improve outcomes for children living in poverty. Those that could be of value include:
- rigorous monitoring and use of data
- raising pupil aspirations using engagement/aspiration programmes
- engaging parents and raising parental aspirations
- developing social and emotional competencies
- supporting school transitions
- providing strong and visionary leadership.
http://preview.tinyurl.com/lmc7m9t

Step 10
Pupil Premium reporting proforma from Oxford Primary **http://preview.tinyurl.com/kye94mm**

Step 3 and 4

Desired outcome related to:	Action	Success criteria	Intervention	Monitoring tool
Community/Family				
Whole school				
Pupil cohort/individual need				