

Governors' update

May 2013

Pupil Premium

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Outline

- Key facts about Pupil Premium
- Ofsted inspection reports
- Ofsted: Reports on how Pupil Premium is spent:
 - September 2012
 - January 2013
- Research
- Questions to ask



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Aims of Pupil Premium funding

- to reduce the attainment gap between the highest and lowest achieving pupils nationally
- to increase social mobility
- to enable more pupils from disadvantaged backgrounds to get to the top Universities
- to provide additional resource to schools to do this
- to support looked after children
- £600 in 2012-13 for fsm pupils; £900 in 2013-14



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September 2012

Summary of Ofsted report - key findings

- Only one in 10 school leaders said that the Pupil Premium had significantly changed the way that they supported pupils from disadvantaged backgrounds.
- School leaders commonly said that they were using the funding to maintain or enhance existing provision rather than to put in place new initiatives.
- Schools did not routinely disaggregate the Pupil Premium funding from their main budget, especially when receiving smaller amounts.



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Summary of Ofsted report - key findings

- Over two fifths of the schools had used the Pupil Premium at least in part to fund new or existing teaching assistants and over one quarter to fund new or existing teachers. To a lesser degree, schools had used the funding to pay for new or existing parent support workers, behaviour support workers or counsellors.
- The survey revealed a lack of transparency in the way that some special schools and pupil referral units received their allocation of Pupil Premium money from their local authority.
- Inspectors saw little evidence of a strong focus on the Pupil Premium by governors or managing committees.



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Inspection reports

- The proportion of students eligible for the pupil premium, which provides additional funding for students known to be eligible for free school meals, children looked after by the local authority and those who have a parent in the armed forces, is lower than the national average.
- The proportion of pupils known to be eligible for free school meals is high and rising. As a result, the academy receives additional government funding (the pupil premium) for nearly 50% of the pupils in each year group, a figure well above the national average.



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Inspection reports

- Pupils who are known to be entitled to pupil premium funding attain in line with others by the time they are 7 years old but their achievements remain inadequate. For those in Year 6 last year, most were about one point behind their peers in school and about two points behind their peers nationally (each point represents expected progress in a term). This is a smaller gap than the previous year, although the levels of attainment reached overall were too low.
- The pupil premium is having an inconsistent effect in closing achievement gaps between different groups of pupils. Additional classes and a range of interventions and small-group sessions have been funded by the pupil premium and although pupils entitled to the funding are performing broadly in line with their peers this year, there are gaps in achievement between boys and girls, particularly in English. The additional support provided is too often ineffective in eradicating underachievement for individuals.



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Inspection reports

Of the pupils who left the school in Year 2 in 2012, those who were eligible for free school meals were on average about half a term ahead of similar pupils nationally in English and two terms ahead in mathematics. They were about a term behind other pupils in their year group in English and reached similar levels to their classmates in mathematics. The school makes effective use of the extra money it receives from the pupil premium funding. It provides one-to-one tuition, small group work, extra resources and access to educational trips and visits. Consequently, these pupils make progress at a faster rate and are catching up rapidly with their classmates.



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Inspection reports

The progress made by pupils supported by the pupil premium, including pupils known to be eligible for free schools meals, as well as the progress of disabled pupils and those who have special educational needs, has improved. This is especially the case in reading, writing and mathematics in Years 3 and 4, where pupils' progress has accelerated. Their achievement is similar to other pupils in the school.



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Inspection reports

The school has started to use the pupil premium funding for support in the 'hub', with 'motivational sessions' and they run a summer school for some new Year 7 students. However, these sessions do not target this funding specifically at students who are eligible. The school has not checked on how much difference this support has made. The 2012 GCSE results for Year 11 students show there remains a significant gap between standards reached by students eligible for the premium and other students.



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Inspection reports

The pupil premium is used well and the progress of eligible students is given a high priority by senior leaders and all staff. Funding is used to provide a range of support, including small group tuition and extra classes. Results for these students in English and mathematics have typically been the equivalent of up to one grade lower than their peers; this is now halved.



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The Pupil Premium

Analysis and challenge tools for schools

The 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.

Age group: 5–16

Published: January 2013

Reference no: 130045



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How schools maximised the impact of their spending:

1. Targeting the funding well from the outset;
2. Effective intervention classes and individual tuition to improve achievement in English and maths;
3. Ensuring that TAs help to raise standards;
4. Minimising barriers to learning and achievement;
5. Meeting individuals' particular needs;
6. The active involvement of governors;
7. Effective monitoring and evaluation of the impact of spending;
8. Careful planned summer schools with a clear purpose



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Sutton Trust Research and 'best buys'

<i>Approach</i>	<i>Potential gain</i>	<i>Cost</i>	<i>Applicability</i>	<i>Evidence estimate</i>	<i>Overall cost benefit</i>
Feedback	+ 9 months	££	Pri, Sec, Eng, Maths, Sci	★★★	Very high impact for low cost
Meta-cognition	+ 8 months	££	Pri, Sec, Eng, Maths, Sci	★★★★	High impact for low cost
Peer tutoring	+ 6 months	££	Pri, Sec, Eng, Maths	★★★★	High impact for low cost
Early years intervention	+ 6 months	£££££	Pri, Eng, Maths	★★★★	High impact for very high cost
One-to-one	+ 5 months	£££££	Pri, Sec, Eng, Maths	★★★★	Moderate impact for very high cost
Homework	+ 5 months	£	Pri, Sec, Eng, Maths, Sci	★★★	Moderate impact for very low cost
ICT	+ 4 months	££££	Pri, Sec, All subjects	★★★★	Moderate impact for high cost



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The Pupil Premium: Analysis and Challenge Tools for schools

Self-review questions for Governing Bodies:

- Governors' knowledge and awareness
- Leaders and managers' actions
- Pupils' progress and attainment



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The Pupil Premium: Analysis and Challenge Tools for schools

Overall, will governors know and be able to intervene quickly if outcomes are not improving in the way that they want them to?



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