

# Effective use of the pupil premium in building a rounded education for all young people

A New Direction

Creative Schools London conference

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# **The priorities**

**Raising achievement  
and  
closing the gap**

# The ambition

*"Our data shows it doesn't matter if you go to a school in Britain, Finland or Japan, students from a privileged background tend to do well everywhere. What really distinguishes education systems is their capacity to deploy resources where they can make the most difference. Your effect as a teacher is a lot bigger for a student who doesn't have a privileged background than for a student who has lots of educational resources."*

Andreas Schleicher – OECD

# Autonomy

- ▶ Autonomy isn't just for academies
- ▶ *Freedom to ... not just freedom from ...*
- ▶ Using your autonomy to prioritise
  - ▶ Which gaps? Deprivation – gender – ethnic group – class – looked-after children
  - ▶ What curriculum?
- ▶ PP is for disadvantaged pupils
- ▶ When girls were behind boys ...
- ▶ Focus relentlessly on the quality of teaching and learning
- ▶ Using evidence

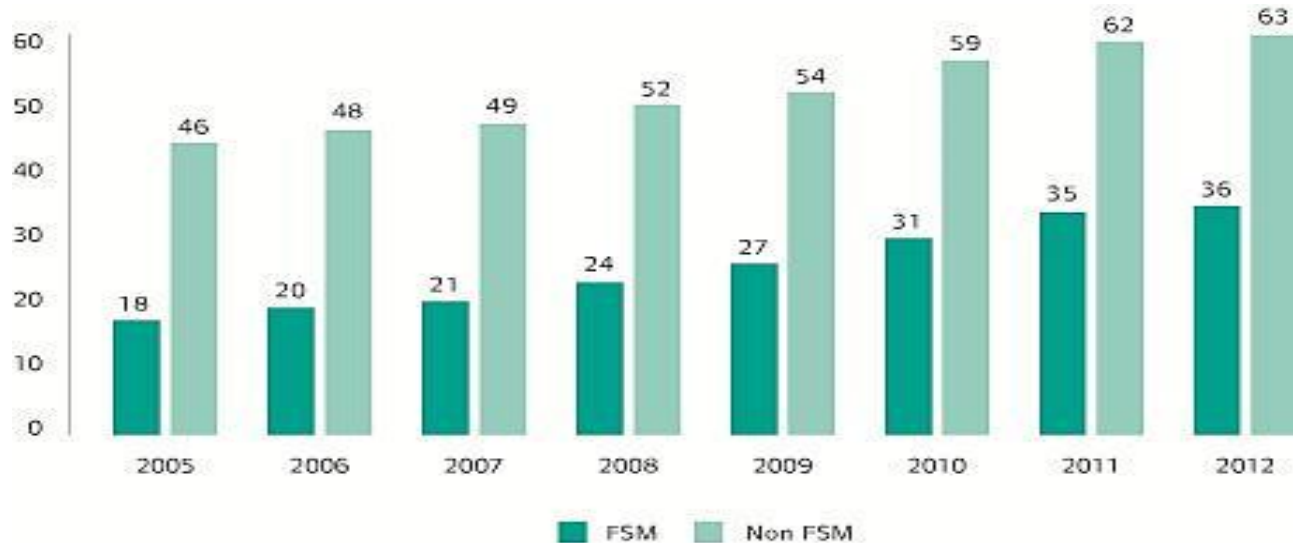
# Professional networks

- Seeking out excellent practice in closing the gap
- Looking out, not looking up
- Encouraging staff to build professional networks
- The government isn't telling schools how to close the gap
- It's for schools to decide how to use PP
- Local, regional, national, international evidence

# Pupil premium: the gap

- The gap gets wider as pupils get older:
  - 16% gap (68%: 84%) in level 4 at 11
  - 26% gap (39%: 66%) in 5A-Cs at 16
- Big variations between schools and between LAs
  - Level 4 gap: Tower Hamlets 6%; Bucks 23%
  - GCSE gap: London under 20%; Bucks 40%
- 2008-12: Gap narrowing slowly. Primary 5.5%; Secondary 1.6%
- Smallest gaps in schools with high or low FSM

# Percentage of pupils at the end of Key Stage 4 attaining five GCSEs at grades A\* to C including English and mathematics by free school meals eligibility 2005–12



Figures for 2007 to 2011 are based on final data. 2012 figures are based on revised data. Based on students in state-funded schools (including academies and city technology colleges) at the end of Key Stage 4 in each academic year.

Source: Department for Education

# Percentage of Key Stage 4 pupils eligible for free school meals attaining the GCSE benchmark by secondary schools, in deciles from low to high proportions of pupils eligible for free school meals



Percentage of Key Stage 4 cohort eligible for FSM

Data based on 2012 Key Stage 4 validated data. Figures represent all open secondary schools that have had a published section 5 inspection as at 31 December 2012. Schools with percentage figures exactly on the decile boundary have been included in the lower decile.



# Pupil premium: the funding

- Additional per pupil funding for PP
  - 2011-12 £488 per pupil
  - 2012-13 £623 per pupil
  - 2013-14 £900 per pupil
  - 2014-15 £935 (secondary) £1300 (primary)  
£1900 (Looked after children)
- Total PP funding
  - 2011-12 £625 million
  - 2012-13 £1.25 billion
  - 2013-14 £1.875 billion
  - 2014-15 £2.5 billion

# Wider funding

- Plus £50 million to secondary schools for summer schools for year 7 incomers that need extra support
- Plus £500 per year 7 pupil who is below level 4 in reading and/or maths for literacy and numeracy catch-up
- PP funding not for existing provision
- In total this represents a big commitment by the government. Now schools have to deliver.

# Using evidence of what works

- <http://educationendowmentfoundation.org.uk/>
- <http://educationendowmentfoundation.org.uk/toolkit/>
- <http://www.ofsted.gov.uk/resources/pupil-premium>
- <http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement>
- <http://www.ofsted.gov.uk/resources/unseen-children-access-and-achievement-20-years>

# EEF Toolkit

Feedback	£ £ £ £ £	★★★★★	+8 months	Sports participation	£ £ £ £ £	★★☆☆☆	+2 months
Meta-cognition and self-regulation	£ £ £ £ £	★★★★★	+8 months	Arts participation	£ £ £ £ £	★★★☆☆	+2 months
Peer tutoring	£ £ £ £ £	★★★★★	+6 months	Extended school time	£ £ £ £ £	★★☆☆☆	+2 months
Early years intervention	£ £ £ £ £	★★★★★	+6 months	Individualised instruction	£ £ £ £ £	★★★☆☆	+2 months
One to one tuition	£ £ £ £ £	★★★★★	+5 months	After school programmes	£ £ £ £ £	★★☆☆☆	+2 months
Homework (Secondary)	£ £ £ £ £	★★★★★	+5 months	Learning styles	£ £ £ £ £	★★★☆☆	+2 months
Collaborative learning	£ £ £ £ £	★★★★★	+5 months	Mentoring	£ £ £ £ £	★★★☆☆	+1 month
Mastery learning	£ £ £ £ £	★★★☆☆	+5 months	Homework (Primary)	£ £ £ £ £	★★★☆☆	+1 month
Phonics	£ £ £ £ £	★★★★★	+4 months	Teaching assistants	£ £ £ £ £	★★☆☆☆	0 months
Small group tuition	£ £ £ £ £	★★☆☆☆	+4 months	Performance pay	£ £ £ £ £	★☆☆☆☆	0 months
Behaviour interventions	£ £ £ £ £	★★★★★	+4 months	Aspiration interventions	£ £ £ £ £	★☆☆☆☆	0 months
Digital technology	£ £ £ £ £	★★★★★	+4 months	Block scheduling	£ £ £ £ £	★★☆☆☆	0 months
Social and emotional learning	£ £ £ £ £	★★★★★	+4 months	School uniform	£ £ £ £ £	★☆☆☆☆	0 months
Parental involvement	£ £ £ £ £	★★★☆☆	+3 months	Physical environment	£ £ £ £ £	★☆☆☆☆	0 months
Reducing class size	£ £ £ £ £	★★★☆☆	+3 months	Ability grouping	£ £ £ £ £	★★★☆☆	-1 month
Summer schools	£ £ £ £ £	★★☆☆☆	+3 months	Repeating a year	£ £ £ £ £	★★★★☆	-4 months
Outdoor adventure learning	£ £ £ £ £	★★☆☆☆	+3 months				

# Arts participation

Approach	Average impact	Cost	Evidence estimate	Summary
Feedback	2 months	££		Low impact for low cost



Research suggests that arts participation can have impact on English, maths and science learning at both primary and secondary school level.

- Greater effects for younger learners in impact on cognitive tests
- Wider benefits on attitudes and well-being
- Specific benefits are linked with some particular activities, such as spatial awareness and music

EEF projects on:

- Music instruction and academic attainment (Creative Futures UK)
- Saturday School programme for 32 primary schools in Manchester (SHINE)

# Small group tuition

Approach	Average impact	Cost	Evidence estimate	Summary
Small group tuition	4 months	£££	★★	High impact for moderate cost

- Intensive tuition in small groups is very effective.
- Pupils are usually grouped according to current level of attainment or specific need.
- It is important to assess pupils' needs accurately and provide work at a challenging level with effective feedback and support.
- The cost effectiveness of one-to-two and one-to-three indicates that greater use of these approaches would be productive in schools.
- Professional development and evaluation are likely to increase the effectiveness of small group tuition.

# Evidence from Ofsted

- ▶ Reports on PP – Sept 2012 and Feb 2013
  - ▶ Successful approaches:
  - ▶ Unsuccessful approaches
- ▶ *Unseen children: access and achievement 20 years on*

# Evidence from Ofsted: successful approaches

- PP funding ring-fenced to spend on target group
- Maintained high expectations of target group
- Thoroughly analysed which pupils were under-achieving + why
- Used evidence to allocate funding to big-impact strategies
- High quality teaching, not interventions to compensate for poor teaching
- Used achievement data to check interventions effective and made adjustments where necessary
- Highly trained support staff
- Senior leader with oversight of how PP funding is being spent
- Teachers know which pupils eligible for PP
- Able to demonstrate impact
- Involve governors



# Evidence from Ofsted: less successful approaches

- Lack of clarity about intended impact of PP spending
- Funding spent on teaching assistants, with little impact
- Poor monitoring of impact
- Poor performance management system for support staff
- No clear audit trail of where PP money was spent
- Focus on level 4 or grade C thresholds, so more able under-achieved
- PP spending not part of school development plan
- Used poor comparators for performance, thus lowering expectations
- Pastoral work not focused on desired outcomes for PP pupils
- Governors not involved in decisions about the PP spending

## Factors considered by inspectors

- Quality of the school's analysis of the performance and needs of PP pupils
- School rationale for spending PP funding
- Appropriateness and level of challenge of school's success criteria
- Robustness of monitoring and evaluation
- Level of involvement of governors
- Level of involvement of pupils, parents and carers
- Impact on narrowing the gap

# Accountability

- Centralisation and decentralisation – the lesson from history
- Changes in Ofsted inspection framework
  - Importance of the GB in Ofsted inspection
- Accountability for impact of the pupil premium
  - Not Outstanding unless disadvantaged making good progress
  - All schools judged on attainment level and gap and on progress
  - One-year data and 3-year rolling averages
- Creating a good audit trail
- **Building your own data sets**
- Accountability direct to parents

# Accountability to parents

- Obligation to report to parents on PP policies and impact
- Publish an online account of PP amount and plans to spend it
- At end of year, publish what you spent it on and the impact
- Lots of school templates on the internet
  
- ... but this is about much more than accountability ...
- ... using support to use PP more effectively ...
- ... using curriculum to close the gaps ...

# An international perspective

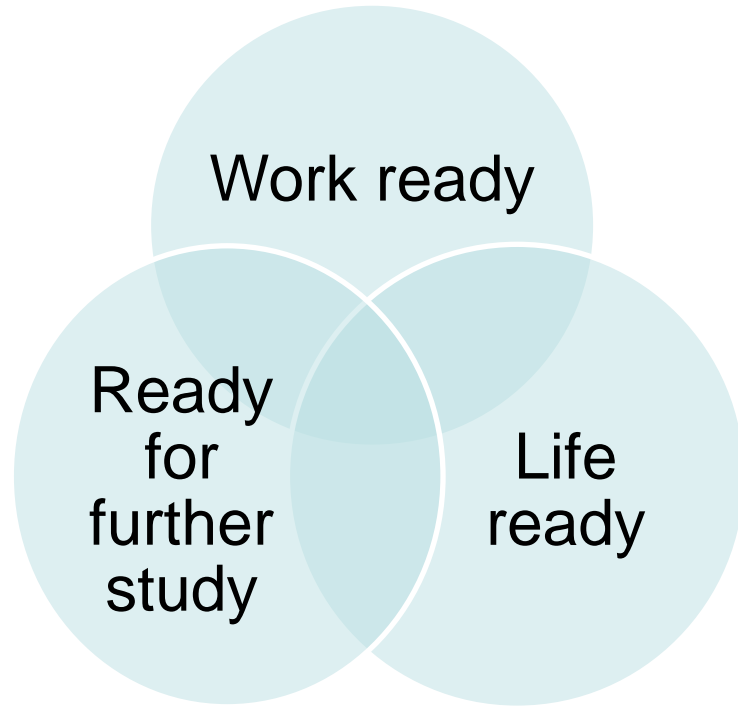
*“Today schooling needs to be much more about ways of thinking, involving creativity, critical thinking, problem-solving and decision-making.”*

*Andreas Schleicher – OECD*

*TES 16 November 2012*

# Using curriculum freedoms

- More space in the curriculum
- **School curriculum bigger than National Curriculum**
- *What curriculum does a C21 young person need?*
- *What curriculum does most for disadvantaged?*
- Developing knowledge, skills and personal qualities
- What skills and personal qualities to develop?
  - CBI list?
  - Your own list?
  - Prepared for effective study, work-ready, life-ready



# National Pupil Premium Champion

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