

Disadvantaged pupils, Pupil Premium Grant and Diminishing Differences for Governors

Wiltshire Governors Association

March 2019

Today we will consider:

- ▶ What is disadvantage?
- ▶ What is the Pupil Premium Grant?
- ▶ What is the national picture for disadvantaged pupils?
- ▶ How does disadvantage impact on learning and teaching?
- ▶ The role of the Governing Body
- ▶ What strategies are most successful and how do we know?
- ▶ Questions to ask

What is disadvantage?

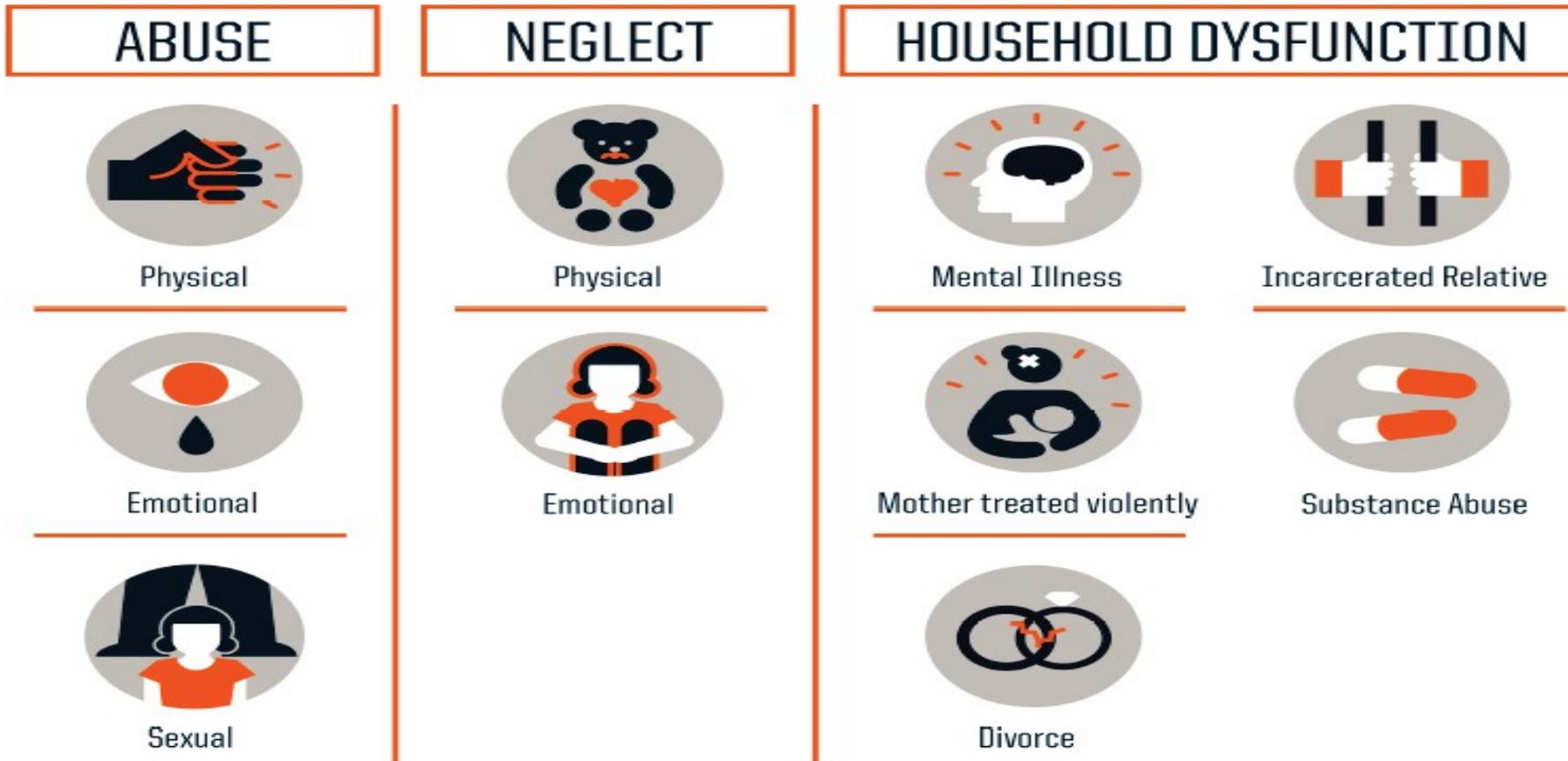
- ▶ What are your disadvantaged pupils, disadvantaged of?
- ▶ How does this link to pupil premium?
- ▶ How does this relate to ‘Barriers to Learning’?
- ▶ External barriers and In-school barriers.

Adverse Childhood Experiences

The background of the slide is white with abstract, overlapping green geometric shapes on the right side. These shapes include triangles and polygons in various shades of green, from light to dark, creating a modern, layered effect.

What are Adverse Childhood Experiences (ACEs)?

Adverse Childhood Experiences (ACEs) refer to stressful events occurring in childhood (between 0 to 18 years). These impact profoundly on the child's readiness and ability to learn and participate in school life. These experiences include:





Mechanism by Which Adverse Childhood Experiences Influence Health and Well-being Throughout the Lifespan



Impact of ACEs

Compared with people with no ACEs, those with 4+ ACEs are:

- 4 times more likely** to be a high-risk drinker
- 6 times more likely** to have had or caused unintended teenage pregnancy
- 6 times more likely** to smoke e-cigarettes or tobacco
- 6 times more likely** to have had sex under the age of 16 years
- 11 times more likely** to have smoked cannabis
- 14 times more likely** to have been a victim of violence over the last 12 months
- 15 times more likely** to have committed violence against another person in the last 12 months
- 16 times more likely** to have used crack cocaine or heroin
- 20 times more likely** to have been incarcerated at any point in their lifetime

Pupil Premium Grant

- ▶ What is it?
- ▶ Who is it for?
- ▶ How much is it?
- ▶ Why do we have it?
- ▶ What can it be used for?

The pupil premium is money given to schools to ‘raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers’

DfE and EFA 2018

In 2018-19 schools received funding in respect the following groups of pupils:

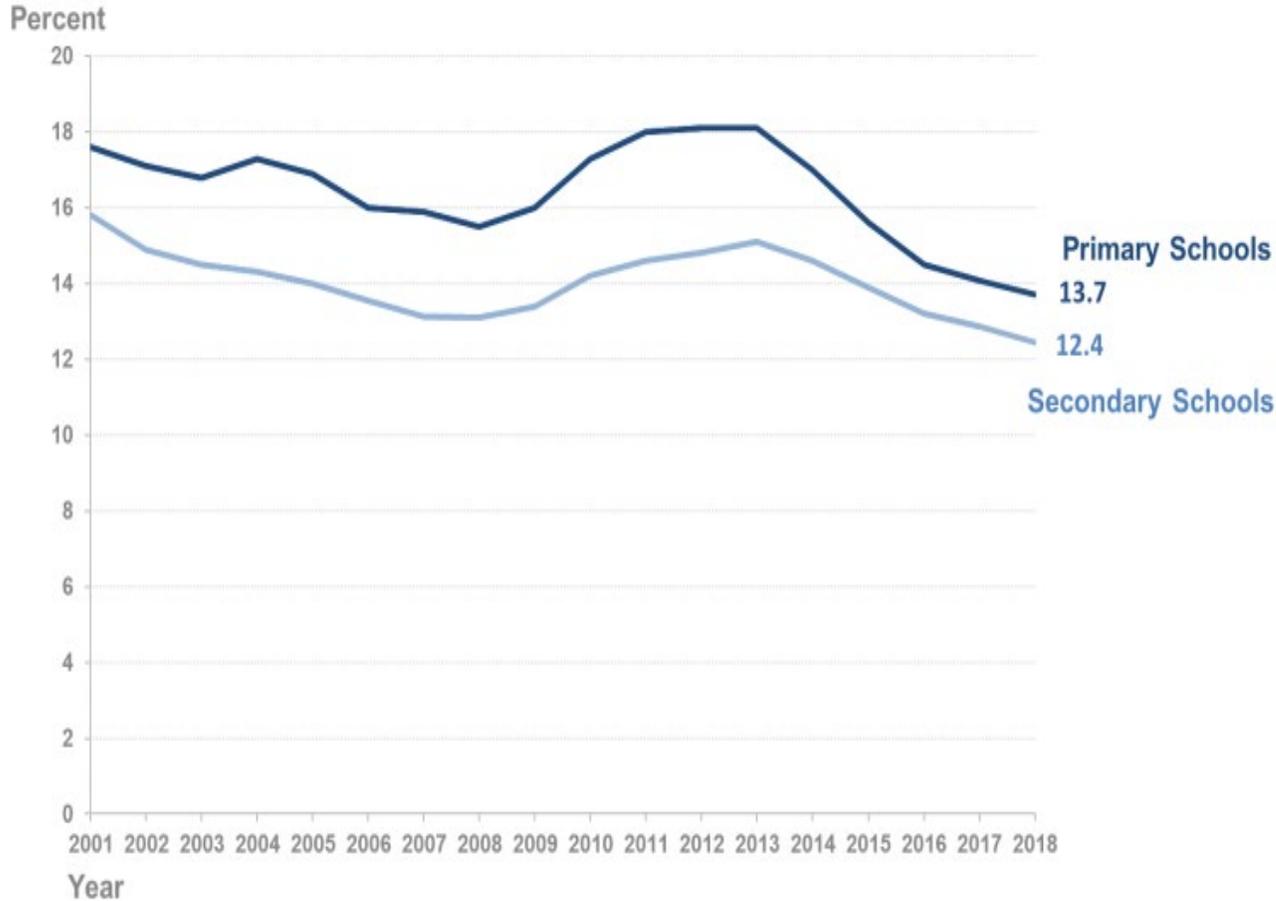
- ▶ Disadvantaged children: for each child registered as eligible for free school meals (FSMs) at any point since May 2012 (referred to as Ever 6 FSM): — £1,320 for pupils in reception to year 6; or
- ▶ £935 for pupils in year 7 to year 11.
- ▶ Looked after children: £2,300 for each child looked after by a local authority, or who has left the care of a local authority in England or Wales because of adoption, a special guardianship order, or a child arrangements order (previously known as a residence order). This is sometimes referred to as “Pupil Premium Plus”.
- ▶ A Service Premium of £300 is paid in respect of each pupil in year groups reception to year 11 recorded as an Ever 6 service child or in receipt of a child pension from the Ministry of Defence.

Nationally 2017-18....

▶ Total PP pupils: 2,066,946.	Total PPG: £2,399,000,000
▶ By deprivation: 1,892,303	£2,187,000,000
▶ By Service PP: 75,268	£23,000,000
▶ By LAC: 99,375	£189,000,000

The proportion of pupils eligible and claiming free school meals 2001-2018

Percentage of pupils eligible for and claiming free school meals, 2001-2018



In January 2018, for all school types, 13.6% of pupils were eligible for and claiming free school meals. This is the lowest proportion since 2001, when the department began collecting pupil level information.

Entitlement to free school meals is determined by the receipt of income-related benefits. As the number of benefit claimants decreases, the proportion of pupils eligible for free school meals also falls.

KEY QUESTION: What strategies does your school use to maximise the uptake of PPG?

Diminishing Differences

Academic outcomes-2018

- ❑ **Early years – GLD** the gap between children eligible for FSM and non-eligible peers is 17 percentage points nationally
- ❑ **KS2** – the gap between the proportion of **disadvantaged pupils** achieving Exp+ **in RWM** and **all other pupils** is **19 percentage points** nationally-this compares with 20 percentage points in 2017.
- ❑ The gap between the average **attainment 8** score of **disadvantaged** and all other pupils is **13.4** nationally-compared with 12.8 in 2017.
- ❑ The gap between the proportion of disadvantaged and all other pupils gaining **Grades 9-5 in English and mathematics** is **25.2%** nationally-compared with 25% in 2017
- ❑ The gap between the average **progress 8** score of disadvantaged pupils and all other pupils is **0.57** nationally- compared with 0.51 in 2017.

KS2 and KS4 Gaps measured by the disadvantaged gap index

13 December 2018

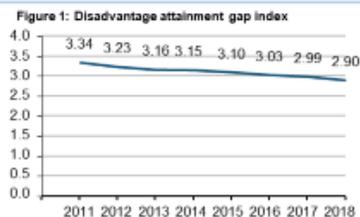
This publication provides revised statistics for key stage 2 (KS2) national curriculum assessments¹. It updates the [provisional](#) statistical release and also includes new information on pupil progress from key stage 1 (KS1) to KS2 as well as breakdowns by pupil characteristics.

64% of pupils reached the expected standard in reading, writing and maths

In 2018, 64% of pupils reached the expected standard in all of reading, writing and maths. Attainment in reading, writing and maths (combined) is not directly comparable to previous years because of changes to writing teacher assessment (TA) frameworks. In 2017, 61% of pupils reached the expected standard compared to 53% in 2016.

The gap between disadvantaged pupils and others continues to narrow

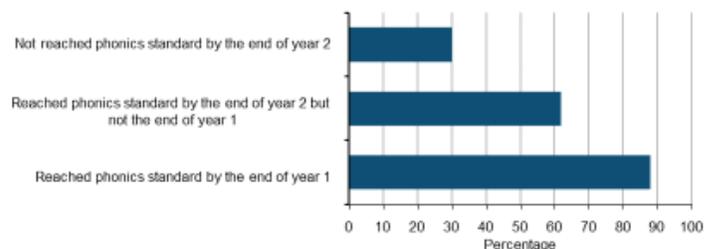
The gap between disadvantaged pupils and others, measured using the disadvantage gap index, has decreased in each of the last seven years, narrowing by 3% in the latest year and 13.2% since 2011 (Figure 1).



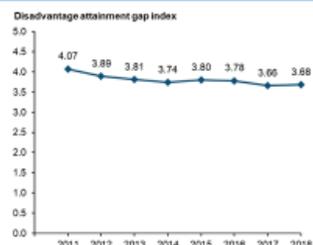
88% of pupils who met the phonics standard in year 1 attained the expected standard in reading at the end key stage 2

Of pupils who met the expected standard in phonics in year 1 in 2013, 88% went on to meet the expected standard in the KS2 reading test in 2018 (Figure 2). Of pupils who met the expected standard in phonics by the end of year 2 (but not in year 1), 62% went on to meet the expected standard. Of those pupils who did not reach the expected standard by the end of year 2, 30% met the expected standard.

Figure 2: Percentage achieving expected standard in KS2 reading test by phonics



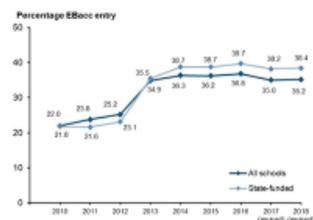
The gap between disadvantaged pupils and all other pupils remains broadly stable



The gap between disadvantaged pupils and others, measured using the gap index, remained broadly stable (increasing by 0.6% between 2017 and 2018). The index remained lower compared to all other years with the exception of 2017.

It has narrowed by 9.5% overall since 2011.

EBacc entry has increased slightly in 2018

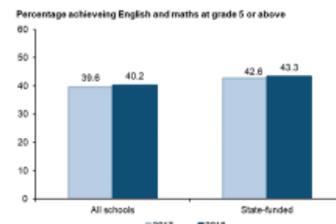


The proportion of pupils entering the EBacc increased by 0.2 percentage points since 2017. In 2018, 38.4% of pupils in state-funded schools entered the EBacc compared to 38.2% in 2017.

Entries to EBacc English and maths were relatively stable in comparison to 2017. Entries to EBacc science and humanities were up in comparison to 2017, increasing by 4.2 percentage points (to 95.5%) and 1.5 percentage points (to 78.3%) respectively. However, entries to EBacc languages (45.1%) were down by 1.3 percentage points in comparison to 2017.

The EBacc average point score (APS) is a new headline measure introduced in 2018. The EBacc APS for all schools was 3.85. For state-funded schools the EBacc APS was 4.04.

Percentage achieving the threshold of a grade 5 or above in English and maths has increased since 2017

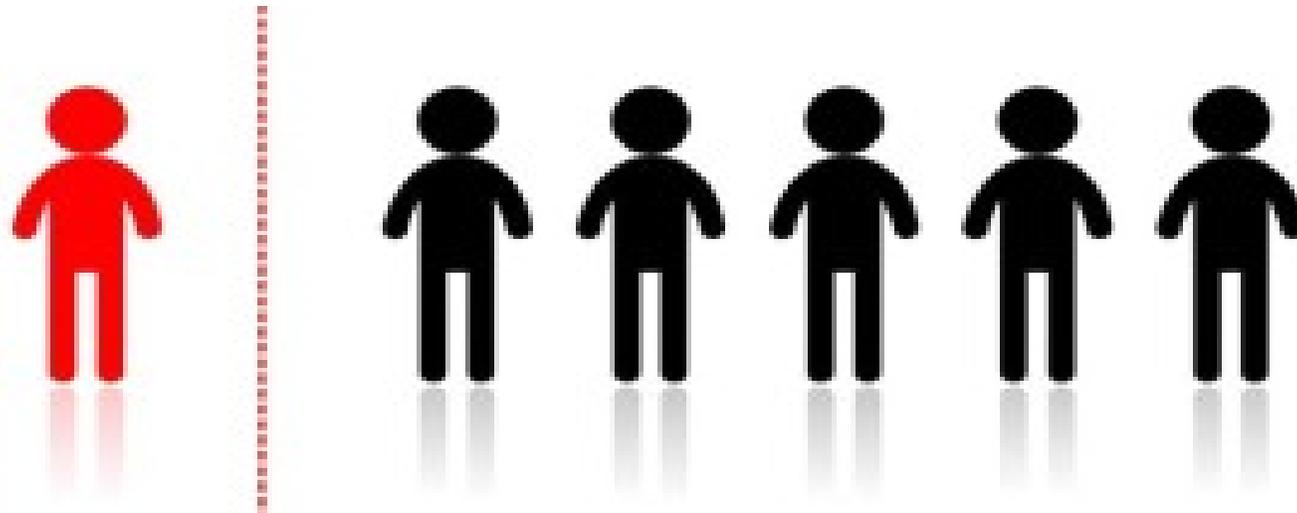


The proportion of pupils achieving the headline measure of grades 5 or above in English and maths was 40.2% for all schools in 2018, increasing by 0.6 percentage points from 2017. In state-funded schools this increased by 0.7 percentage points to 43.3% in 2018.

¹ The [KS2 assessment and reporting arrangements](#) provide a summary of the key changes introduced in 2016, the first year of assessments based on the new curriculum

Who is excluded nationally? (Continued...)

- Pupils known to be eligible for and claiming free school meals (FSM) were around **four times more likely** to receive a permanent or fixed-period exclusion than those who are not eligible.



Source - SFR 35/2017, based on academic year 2015/16 – latest published data.

Special educational needs

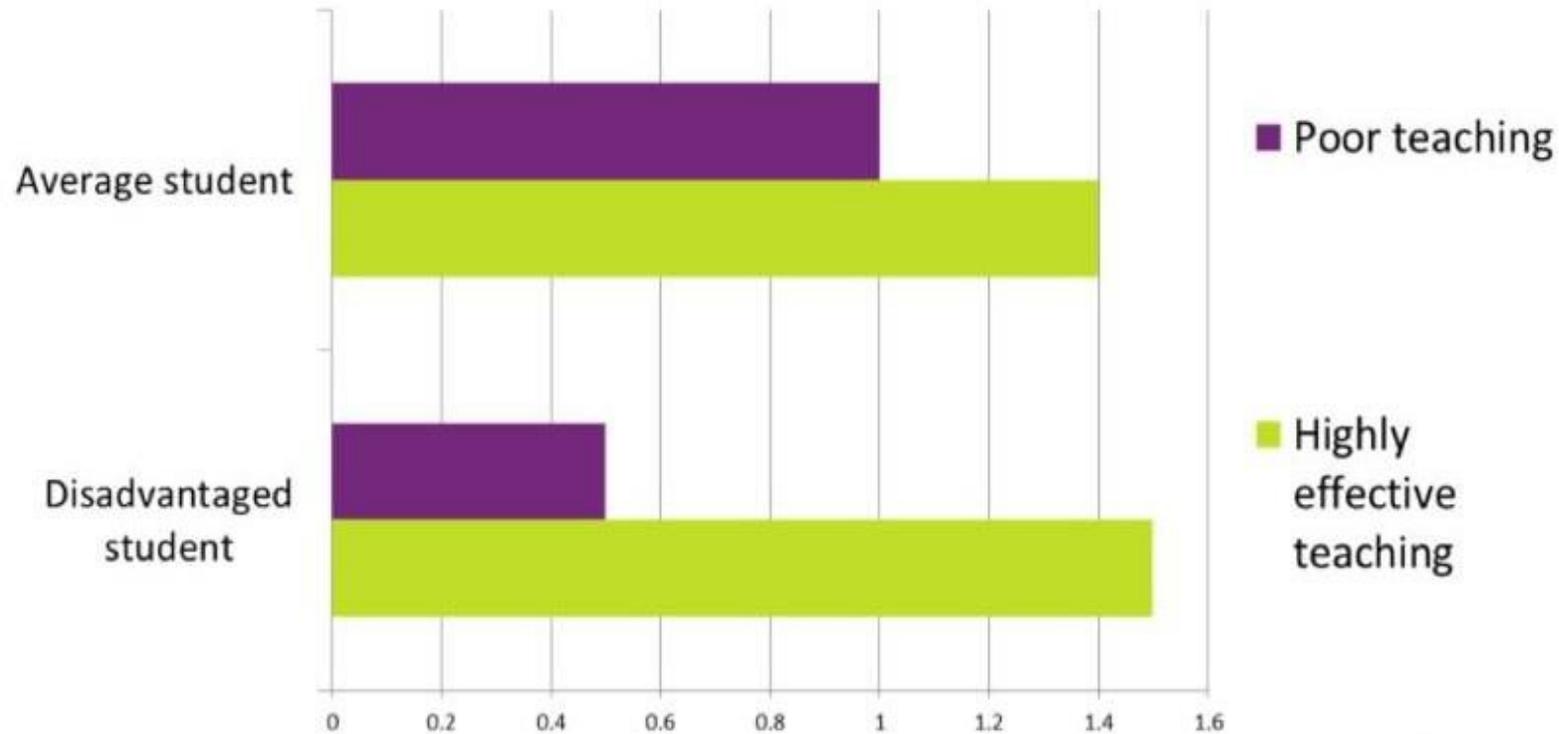
- Pupils with identified special educational needs accounted for **almost half** of all permanent and fixed-period exclusions.
- Pupils with SEN support had the highest permanent exclusion rate and were almost **seven times** more likely to receive a **permanent exclusion** than pupils with no SEN.
- Pupils with an Education, Health and Care (EHC) plan or with a statement of SEN were almost **six times more likely** to receive a fixed-period exclusion than pupils with no SEN.

Source - SFR 35/2017, based on academic year 2015/16 – latest published data.

Learning and Teaching

Why should we improve teaching?

Effect of teaching on students in years of progress



Source: Sutton Trust (2011)

Role and responsibilities of the Governing Board

- ▶ The Governing Board is the accountable body for how schools spend funding given to schools to ‘raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers’ known as the pupil premium. (DfE and EFA 2018)
- ▶ Those governing also play a wider role in defining the strategic parameters of disadvantage in their school. (Governance Handbook 2017)

‘Spotlight on Disadvantage’ NGA 2018

- ▶ RQ1-What impact do governing boards have on improving outcomes for disadvantaged pupils in their school and how can this be maximised?
- ▶ RQ2-What are the differences between schools with good outcomes for pupil premium pupils compared to those with poor outcomes for pupil premium pupils?
- ▶ What role do those governing boards play in allocating, monitoring and evaluating the pupil premium funding in these different schools?

Key findings

- ▶ **While the majority of schools are making evidence-driven decisions when spending their pupil premium, some are still too inwards looking.** In particular, when deciding ‘what works’ when spending the pupil premium and monitoring its impact, many survey respondents favoured internal data and the opinions of staff over external sources of data such as academic research and the EEF toolkit.
- ▶ **Schools should adopt a more holistic outlook when deciding how to spend the pupil premium.** The survey data and analysis of pupil premium strategies show that many schools focus largely on teaching and learning initiatives. This is despite many of the key barriers to attainment identified by schools in the pupil premium strategies requiring more pastoral attention.
- ▶ **There was clear variation in the quality of pupil premium strategies published on schools’ websites.** Some schools were better at accounting for how the money would be spent, rationalising spending decisions, measuring success, setting out clear monitoring processes and clarifying which group the funding would target.
- ▶ **Pupil premium usage is not the only determinant of disadvantaged pupil progress and attainment.** The survey data revealed a clear correlation between outcomes for all pupils and outcomes for pupil premium pupils. Geography was also a factor in influencing outcomes for pupil premium pupils.

Successful Strategies

Successful schools....

- do not treat pupils eligible for the pupil premium as a homogenous group
- give disadvantaged pupils a **high profile** within school
- often appoint a senior leader to **raise the profile and champion** the learning of disadvantaged pupils
- have leaders at all levels, including governors, who **prioritise the achievement** of pupils who are disadvantaged
- have **high expectations** for all pupils, including those that are disadvantaged
- focus on **good teaching and behaviour**

Successful schools

- **value** pupils' personal development, behaviour and welfare needs and do not use them as an excuse for low standards – they 'leave the estate at the gate'
- **plan strategically** for pupils' transition from one educational phase to another
- provide **a curriculum that meets pupils' needs**, abilities, aptitudes and aspirations – this includes highly effective careers information, advice and guidance
- expect **high levels of parental engagement** and **good attendance**

Successful schools

- **accurately evaluate** the impact of their actions and use the information to **inform subsequent actions**
- hold staff and pupils to account for underperformance
- never confuse eligibility for the pupil premium with low ability
- do not rely on interventions to compensate for less than good teaching
- make sure that all **staff understand their roles and responsibilities** in helping pupils to achieve
- have a strategic plan to raise standards

Successful schools

- **give a high priority to developing pupils' literacy skills, especially reading**
- ensure that **transition** from primary school to secondary and key stage 4 to key stage 5 **is managed well**
- make sure that **key stage 3 are not wasted years**
- thoroughly assess and analyse pupils' starting points, ability, knowledge, skills, understanding, needs – **START STRAIGHT AWAY**
- thoroughly plan to meet need and ability – identify barriers and solutions

Successful schools

- have an unerring focus on high quality first teaching for all pupils rather than relying on intervention
- provide literacy and numeracy catch-up, consolidation and development
- make sure every teacher knows each child in order to take responsibility for accelerating progress – 100% buy in from all staff
- use robust performance management that includes discussions about the progress of pupils who are disadvantaged



High quality support for pupils' personal development, behaviour and welfare

Leaders said:

'We focus on each individual pupil. However, this alone is not enough. There are frequently times when we stand back and look strategically at the impact of our approaches on this group of pupils as a whole.'

'It's one thing to understand what we need to do to address achievement 'gaps' for our disadvantaged pupils. There is another world of knowing about the individual pupil's life: their engagement with school; attitudes to learning; their families; their circumstances beyond school; the support they have or do not have. If we want to make a difference - all of this is vital.'

Teachers said:

'Pastoral support is more than just tea and cake. It has got to make a difference - to students' lives - to their achievement.'



No excuses

- ‘My school is in an area of high deprivation, so we have a lot of children eligible for FSM - but how can we raise attainment when there are so many?’
- ‘We only have a very small group of pupils eligible for the pupil premium in my school, so it’s not an issue for us.’
- ‘It’s not just that they’re entitled to free school meals, but they have so many other needs, not to mention the difficulties that the children in care have.’



Less successful approaches

- Spending the funding indiscriminately on teaching assistants with little impact and not managing their performance well
- Spending the funding on one-to-one tuition and booster classes - that go on forever... and do not relate to class teaching...and are not audited or quality assured
- Planning spending in isolation - not part of the school action plan
- Assuming that pupils eligible for the pupil premium will have learning difficulties
- Comparing the performance of pupils eligible for the pupil premium with other eligible pupils nationally, rather than all pupils - lowering expectations.

Sources of evidence

- ▶ Data, IDSR, ASP.
- ▶ Involvement in monitoring
- ▶ Education Endowment Fund (EEF) Toolkit
- ▶ Pupil Premium Awards website
- ▶ Looking at other school's PP Strategy statements and analysis
- ▶ EEF Family of Schools resource
- ▶ Pupil premium review

The Toolkit - a starting point for making decisions

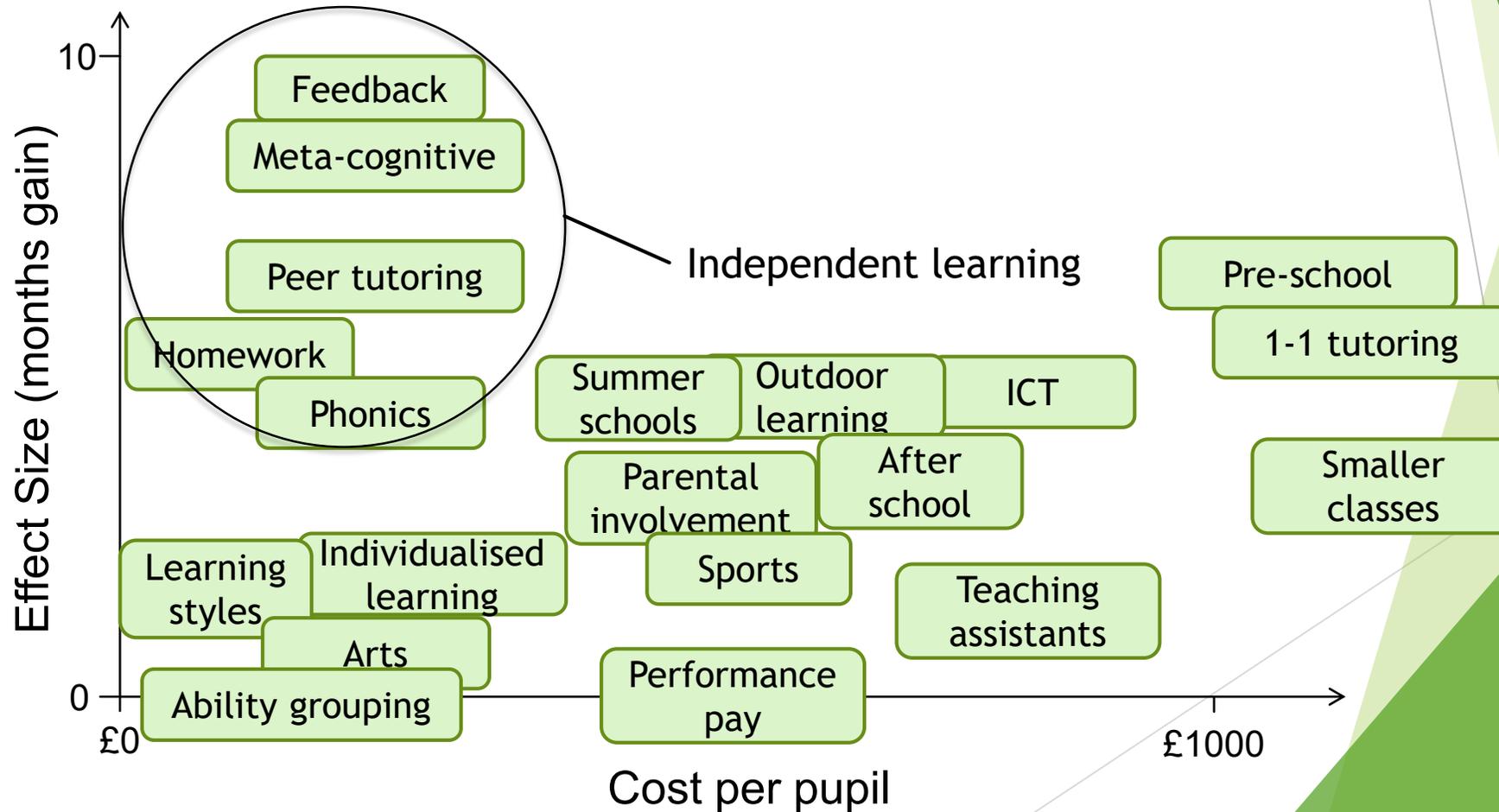
Feedback	£££££	🔒🔒🔒🔒	+8 months	Summer schools	£££££	🔒🔒🔒🔒	+3 months
Meta-cognition and self-regulation	£££££	🔒🔒🔒🔒	+8 months	Sports participation	£££££	🔒🔒🔒🔒	+2 months
Peer tutoring	£££££	🔒🔒🔒🔒	+6 months	Arts participation	£££££	🔒🔒🔒🔒	+2 months
Early years intervention	£££££	🔒🔒🔒🔒	+6 months	Individualised instruction	£££££	🔒🔒🔒🔒	+2 months
One to one tuition	£££££	🔒🔒🔒🔒	+5 months	Extended school time	£££££	🔒🔒🔒🔒	+2 months
Homework (Secondary)	£££££	🔒🔒🔒🔒	+5 months	After school programmes	£££££	🔒🔒🔒🔒	+2 months
Collaborative learning	£££££	🔒🔒🔒🔒	+5 months	Learning styles	£££££	🔒🔒🔒🔒	+2 months
Mastery learning	£££££	🔒🔒🔒🔒	+5 months	Mentoring	£££££	🔒🔒🔒🔒	+1 month
Oral language interventions	£££££	🔒🔒🔒🔒	+5 months	Teaching assistants	£££££	🔒🔒🔒🔒	+1 month
Phonics	£££££	🔒🔒🔒🔒	+4 months	Homework (Primary)	£££££	🔒🔒🔒🔒	+1 month
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	Setting or streaming	£££££	🔒🔒🔒🔒	-1 month
Outdoor adventure learning	£££££	🔒🔒🔒🔒	+3 months	Repeating a year	£££££	🔒🔒🔒🔒	-4 months



The Toolkit is a starting point for making decisions

Approach	Potential Gain	Cost	Evidence Estimate	Summary
After school programmes	+2 months	£££££	*****	Low impact for high cost, based on limited evidence
Behaviour interventions	+4 months	£££££	*****	Moderate impact for very high cost, based on extensive evidence
Early years intervention	+6 months	£££££	*****	High impact for very high costs, based on extensive evidence

Overview of value for money



Key issues from pupil premium reviews

- ▶ Websites
- ▶ Parental knowledge and engagement
- ▶ Barriers to learning
- ▶ Staff knowledge and understanding
- ▶ Staff induction and training
- ▶ Expectations and aspirations
- ▶ Quality first teaching
- ▶ Interventions and use of Teaching assistants
- ▶ Measuring impact and tracking progress
- ▶ Transition
- ▶ Attendance
- ▶ Exclusions
- ▶ Tracking of PPG expenditure
- ▶ Role of governors

Reflection

- What's your vision for pupils who are disadvantaged?
- Do your staff know what this is?
- Do all your staff have high expectations for pupils who are disadvantaged – do they 'leave the estate at the gate'?
- Do you have a Pupil Premium champion?
- What are the strengths of your provision for disadvantaged pupils? How do you know?
- What are the weaknesses? How do you know?
- What are the opportunities and barriers to overcoming the weaknesses? How do you know?

Reflection

- On what did you spend your PPG?
- What was most effective? How do you know?
- What was the least effective? How do you know?
- How do you and your leaders measure pupils' starting points?
- How do you track progress? How frequently? Is it accurate? How do you know?
- Do pupils who are disadvantaged have the best teachers and high quality adult support? How do you know?

Reflection

'There is very little difference in the types of spending reported on in the best schools compared with those that are judged as requires improvement or inadequate.

However, the major differences are the extent to which leaders ensure that funding is very carefully targeted at the types of activities that **best meet the needs of their pupils**, and the **rigour** with which these activities are **monitored, evaluated and amended**'.

If you need any help or support with training for your FGB or are interested in a Pupil Premium Review or need advice or information, please contact:

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