

# NGA's *Spotlight on Disadvantage*: the governing board's role in spending, monitoring and reviewing the Pupil Premium.



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# NGA's Spotlight on disadvantage.

## NGA Spotlight on disadvantage:

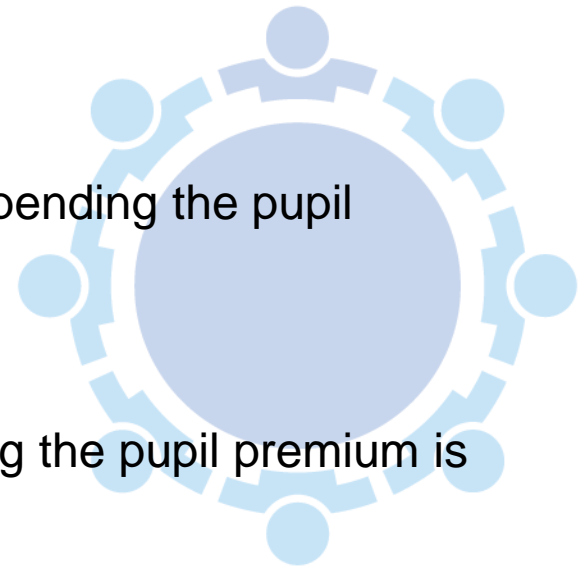
- To raise outcomes for disadvantaged young people.
- Raising knowledge within governing boards.
- Identifying hidden barriers to disadvantaged pupil progress.
- Backing measures for increased inclusion and participation.

## Our work so far:

- Guidance for governing boards.
- Research exploring the governing boards role in spending the pupil premium.

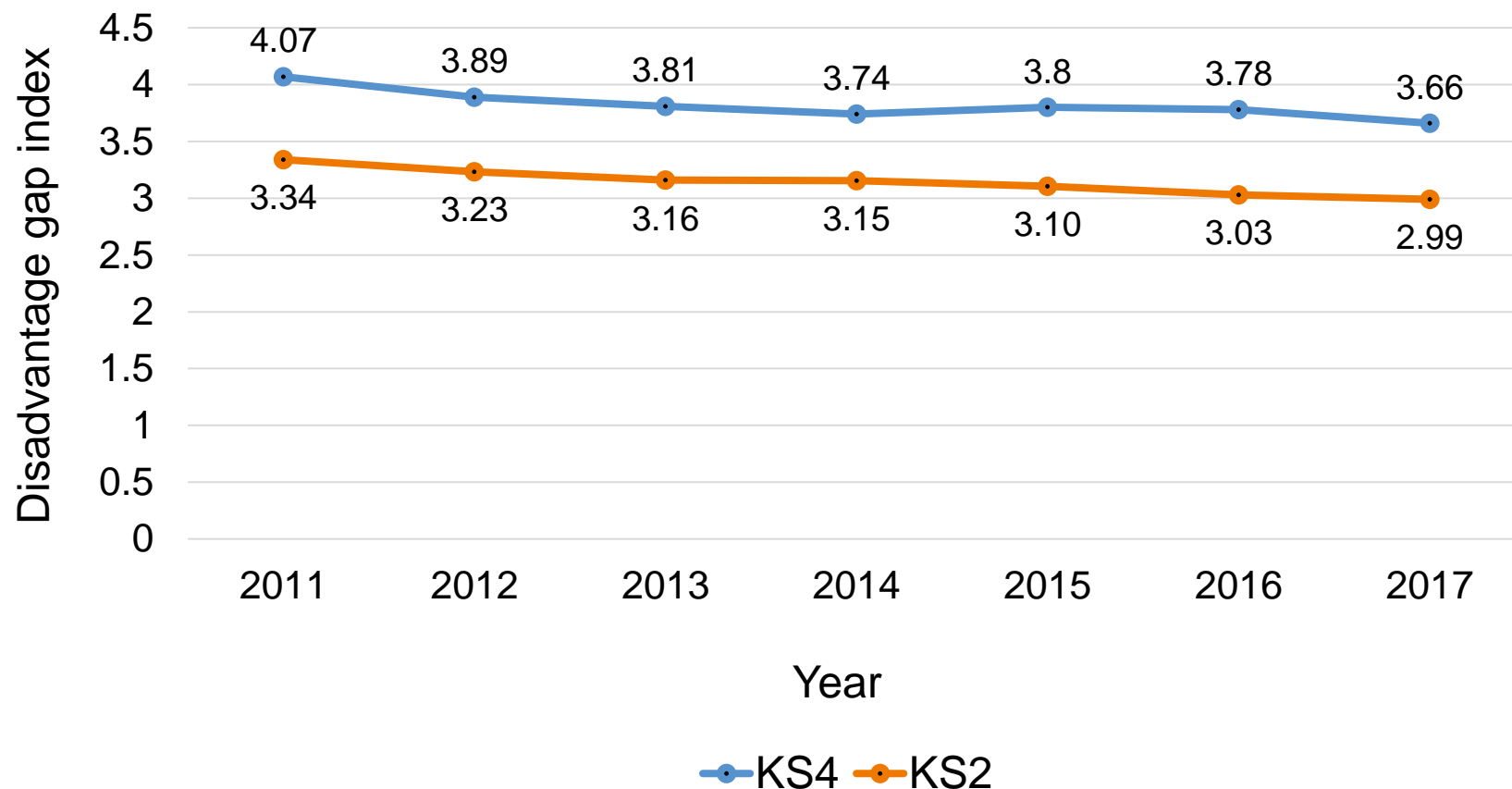
## This presentation will showcase:

- That governing boards play a major role in ensuring the pupil premium is spent effectively.



# Pupil premium: Looking at the gap

Introduced in 2011, the aim of the pupil premium is to “raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers”.



# The role of the governing board in spending the pupil premium.

- The governing board is ultimately be accountable for how the pupil premium is spent.
- The DfE *Governance Handbook* states that governing boards need to:
  - **“raise standards for ... those receiving free school meals and those who are more broadly disadvantaged”**
  - **ensure that “pupil premium funding is being spent on improving attainment for eligible pupils”**
  - **oversee and monitor “the impact of the pupil premium”.**
- Governing boards are responsible for ensuring that the school have published a pupil premium strategy on the school website.

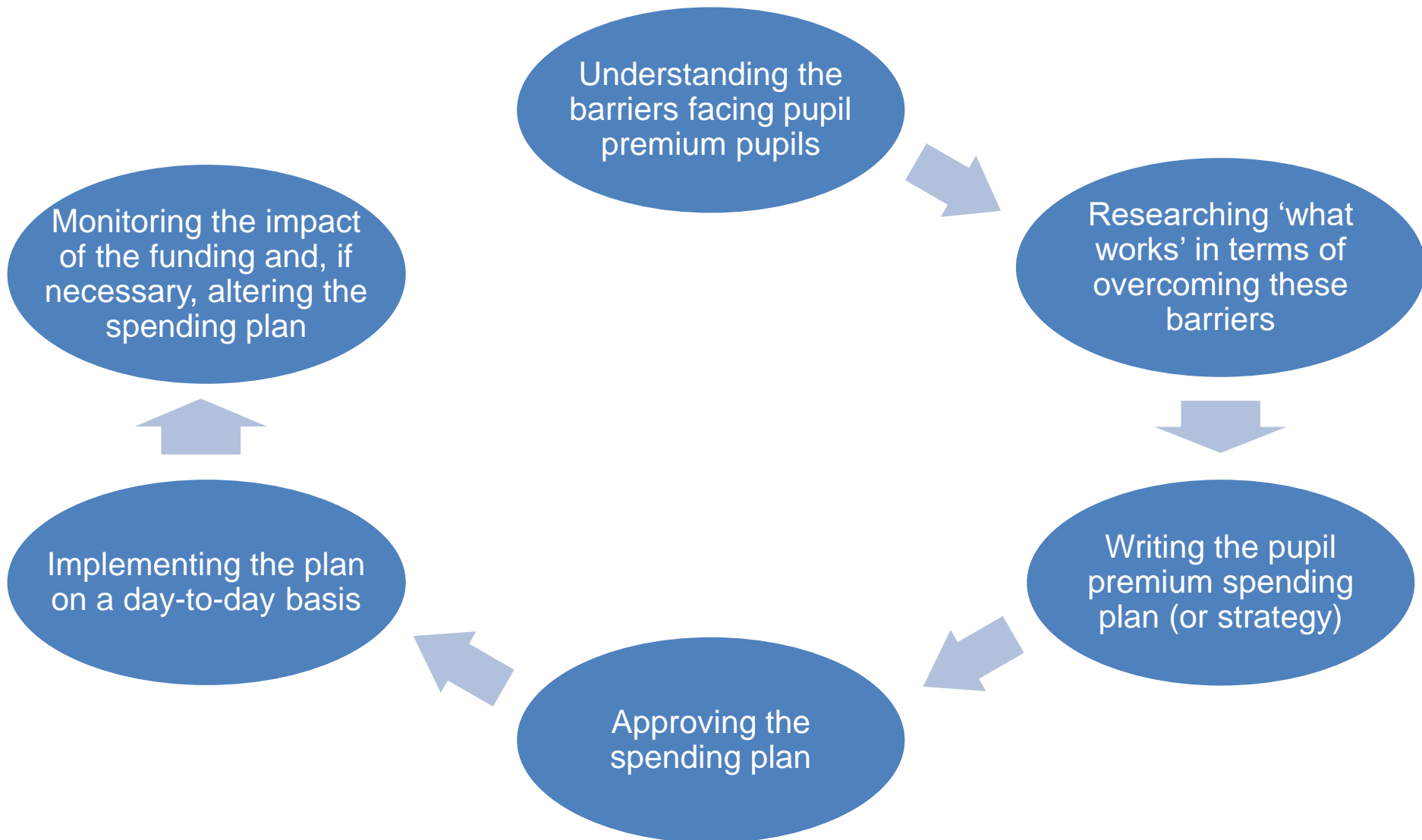
# The role of the governing board in spending the pupil premium (continued).

The NGA has produced guidance to help governing boards fulfil their role in spending the pupil premium:

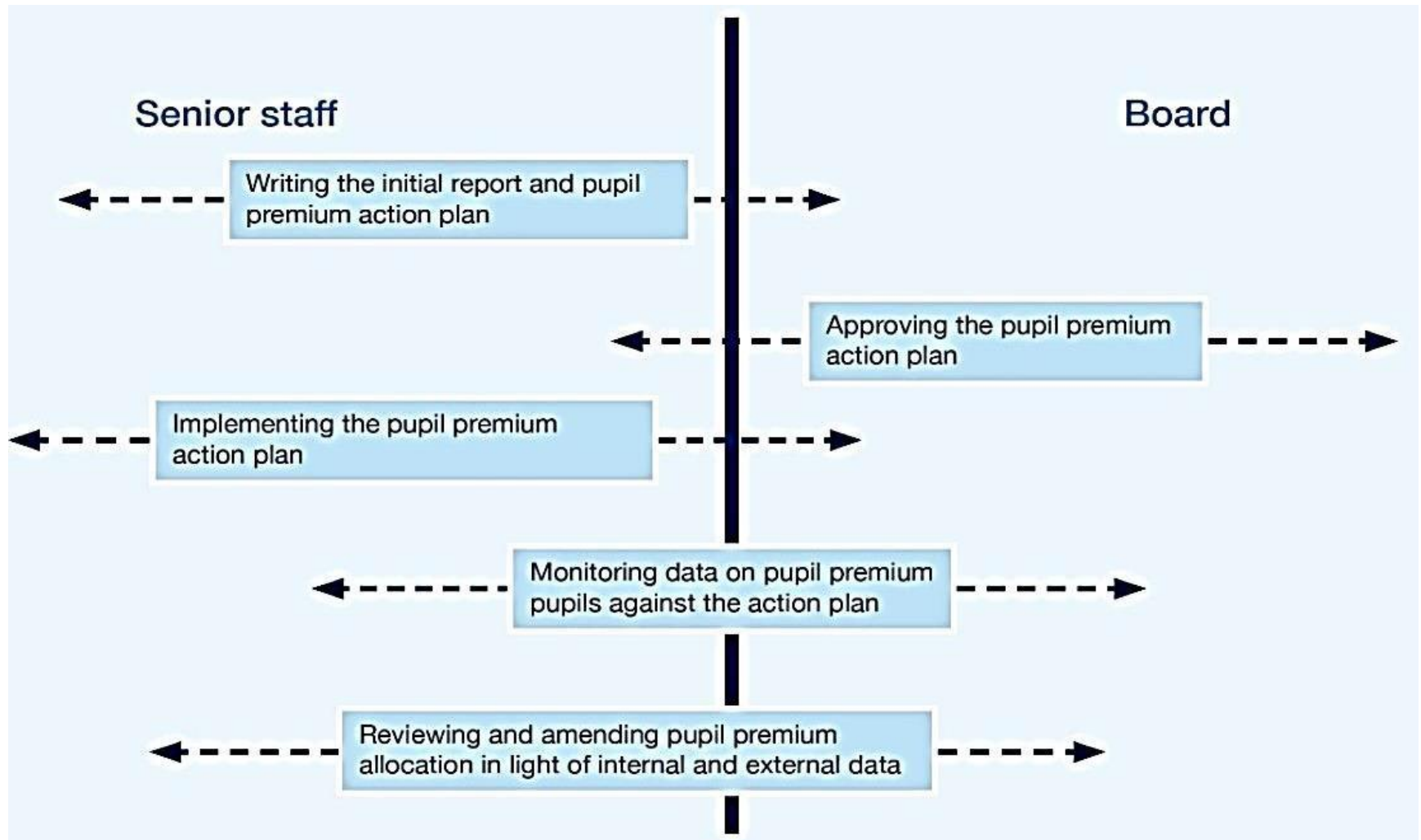
- Helping them know the context of their school;
- Helping them know the best ways to spend the pupil premium;
- Helping them know what they must do in deciding how to allocate the funding;
- Helping them monitor the impact of the funding in the short and long term.

The image shows the cover of a guidance document from the National Governors' Association (NGA). At the top left is the NGA logo, which includes the text 'nga National Governors' Association' and 'GUIDANCE CENTRE' below it. At the top right is the text 'The independent organisation for school governors and trustees'. The main title is 'GUIDANCE: Pupil Premium' in blue, with the subtitle 'Assessing the impact of the pupil premium' in pink. In the center is a circular graphic with 'GUIDANCE CENTRE' written around a central compass rose, surrounded by eight icons representing various aspects of guidance and education. At the bottom, there is a blue box with the text 'Need advice?' followed by contact information for GOLDline legal advice: 'For advice on any issue, Gold members have access to GOLDline legal advice 9-5pm weekdays. Find out more T: 0121 237 3782 www.nga.org.uk/goldline'. The website address 'www.nga.org.uk/guidance' is also present at the bottom right.

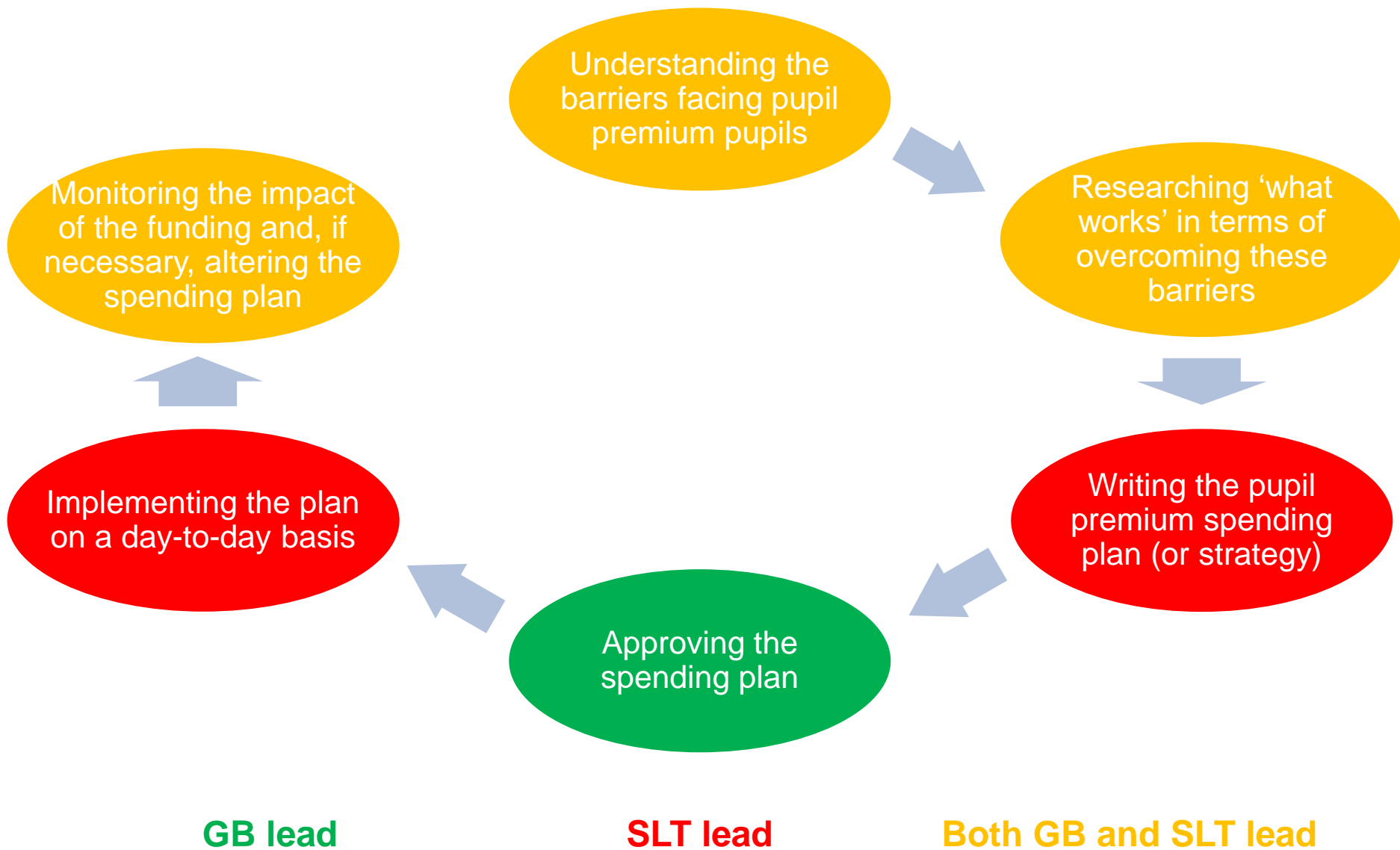
# Pupil premium spending cycle



# The strategic & operational divide



# The strategic & operational divide





# Current research

There is limited research to shows that GBs have a big impact on supporting disadvantaged pupils:

- Ofsted (2012; 2013; 2014) found that schools with “weak” governance are more likely to have large gaps between their least and most disadvantaged peers.
- A 2012 DfE report found that 93.1% of schools had received support from governors when planning to support disadvantages pupils.
- The NAO (2014) found that “82% of school leaders who responded to our survey thought ... governor challenge provided an effective ... incentive to focus on the performance of disadvantaged pupils”

# NGA research project

To fill this gap in the literature, NGA undertook an **exploratory study looking into how much governing boards get involved in planning for, spending, monitoring and evaluating the pupil premium.**

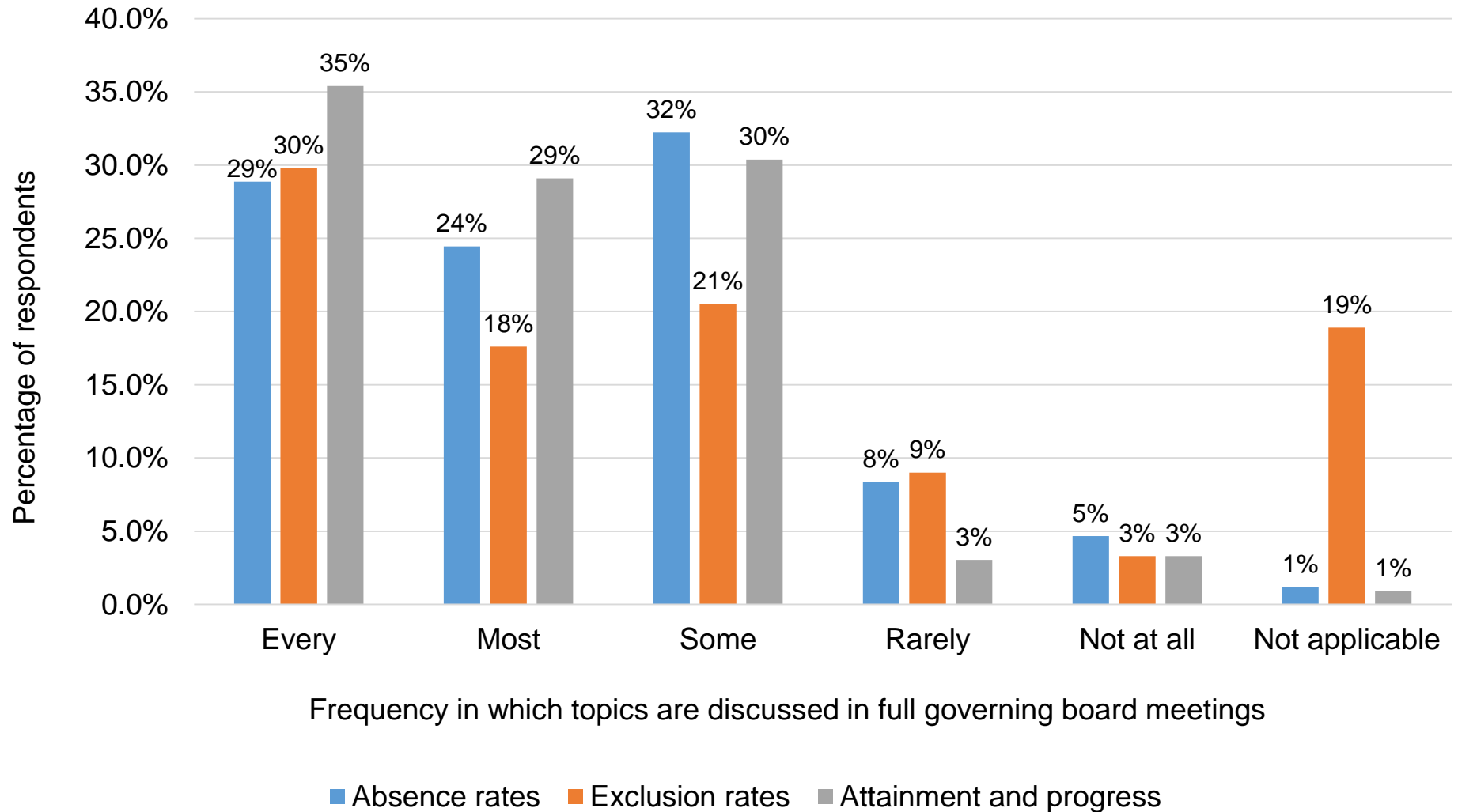
## Phase one

- A survey of 875 governors and trustees.
- Participants were also asked to share information from the *Find and Compare Schools in England* website. This gave a “snap-shot” of the progress gap in their school.

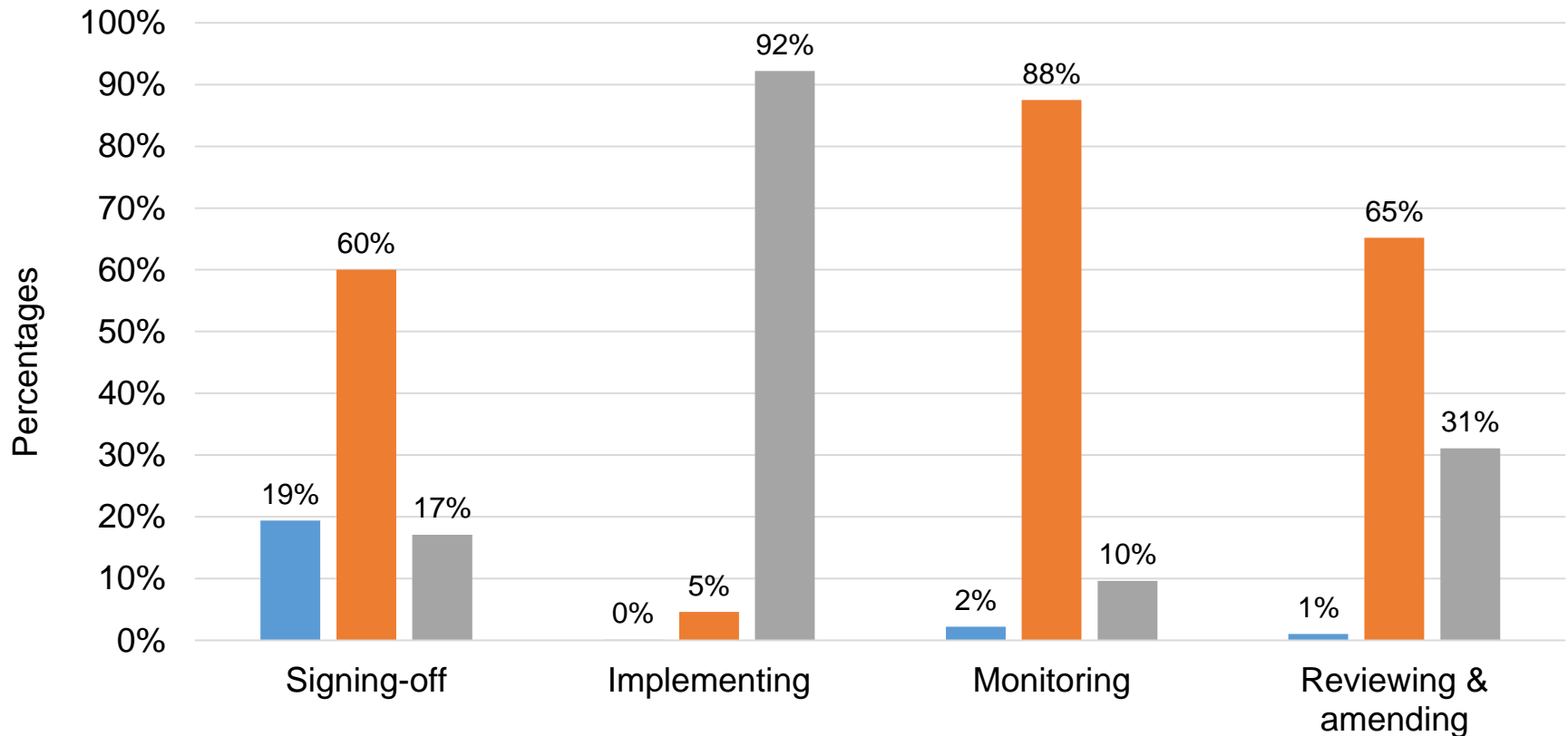
## Phase two

- An analysis of 38 pupil premium strategies. The sample was selected to cover a broad range of schools.

# How involved are those governing when it comes to pupil premium students?



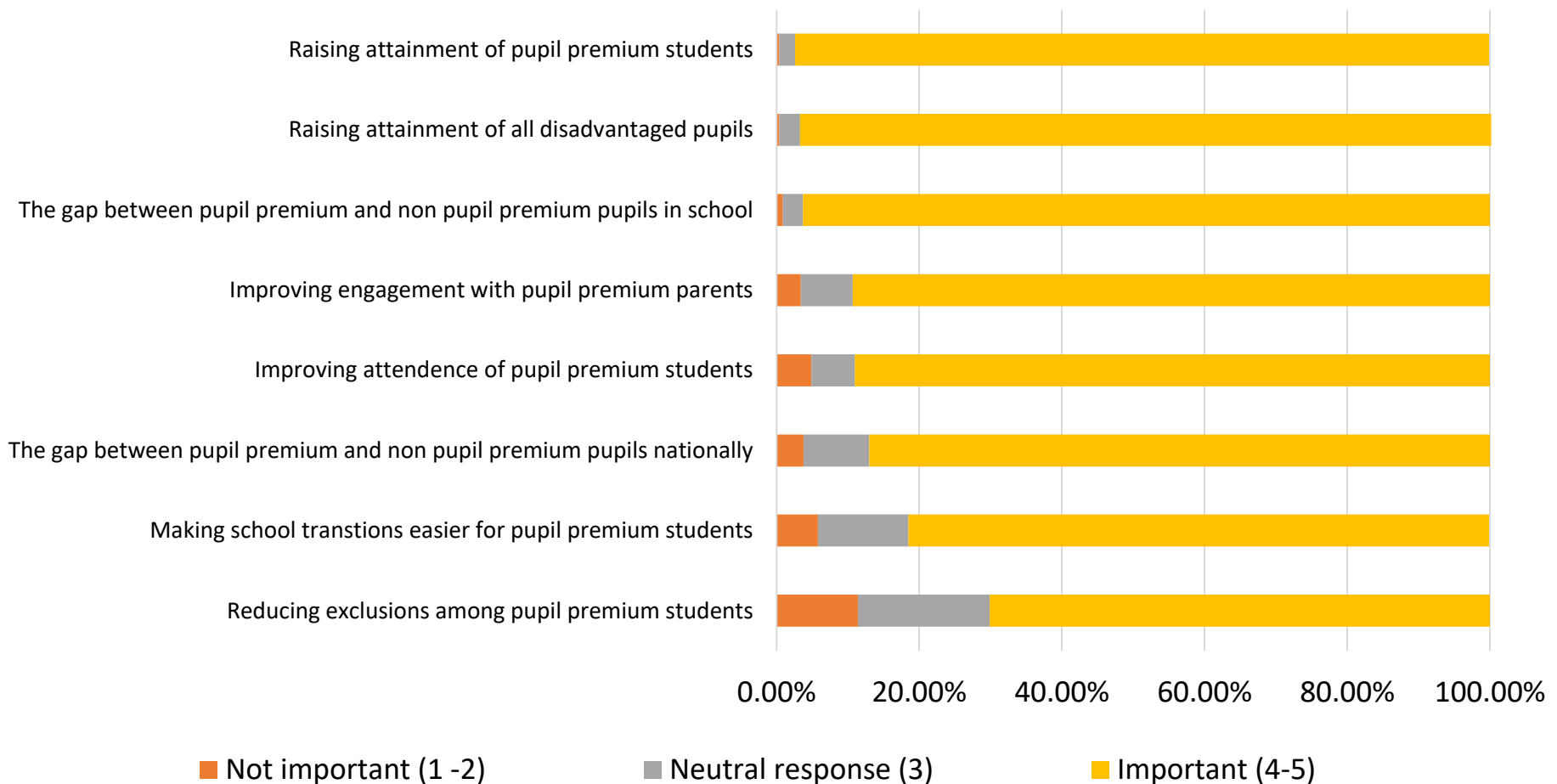
# Strategic/operational split



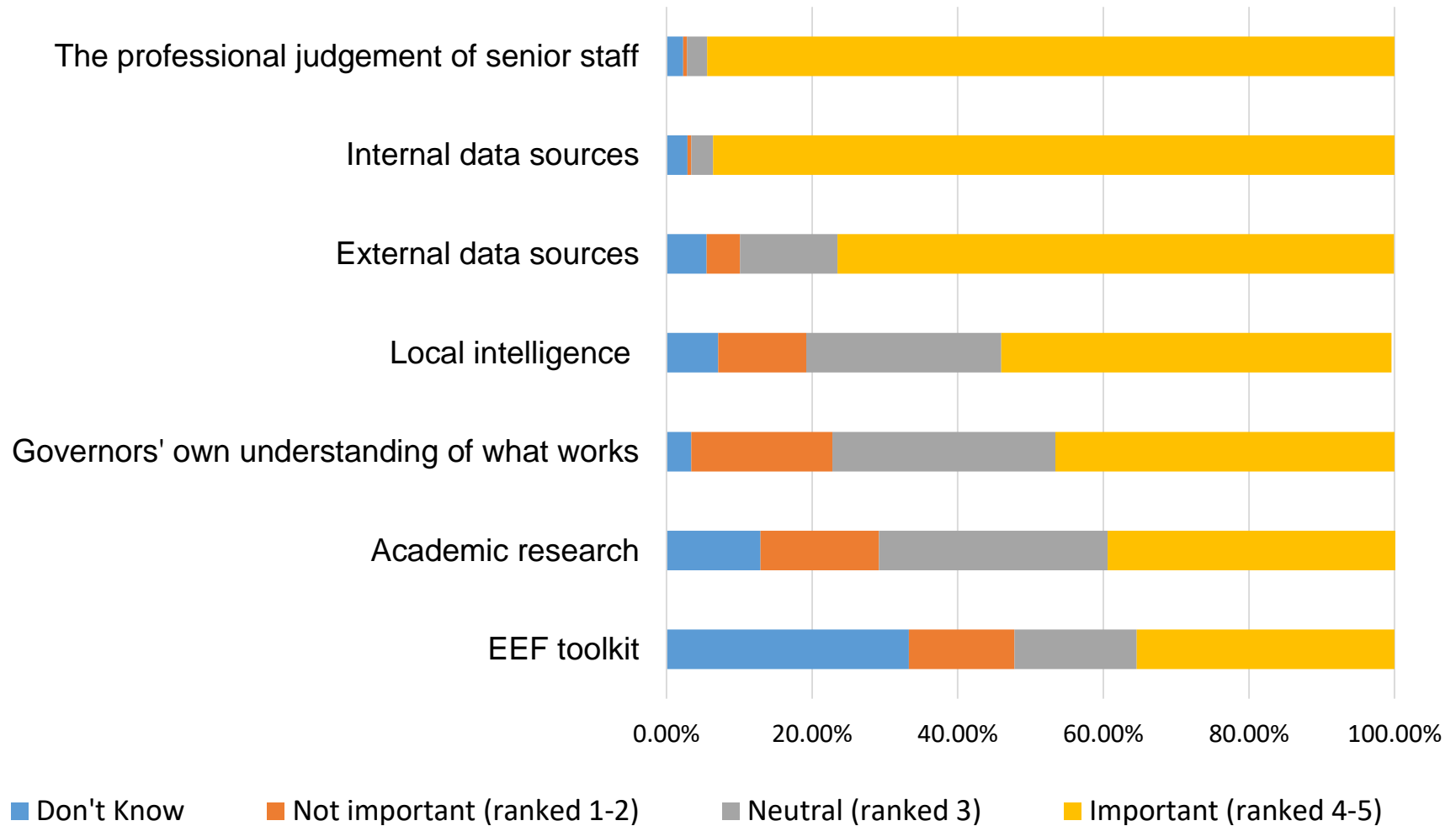
Different aspects of managing the pupil premium spending plan

- Responsibility of the governing board only
- Joint responsibility between those governing and staff
- Responsibility of school staff only

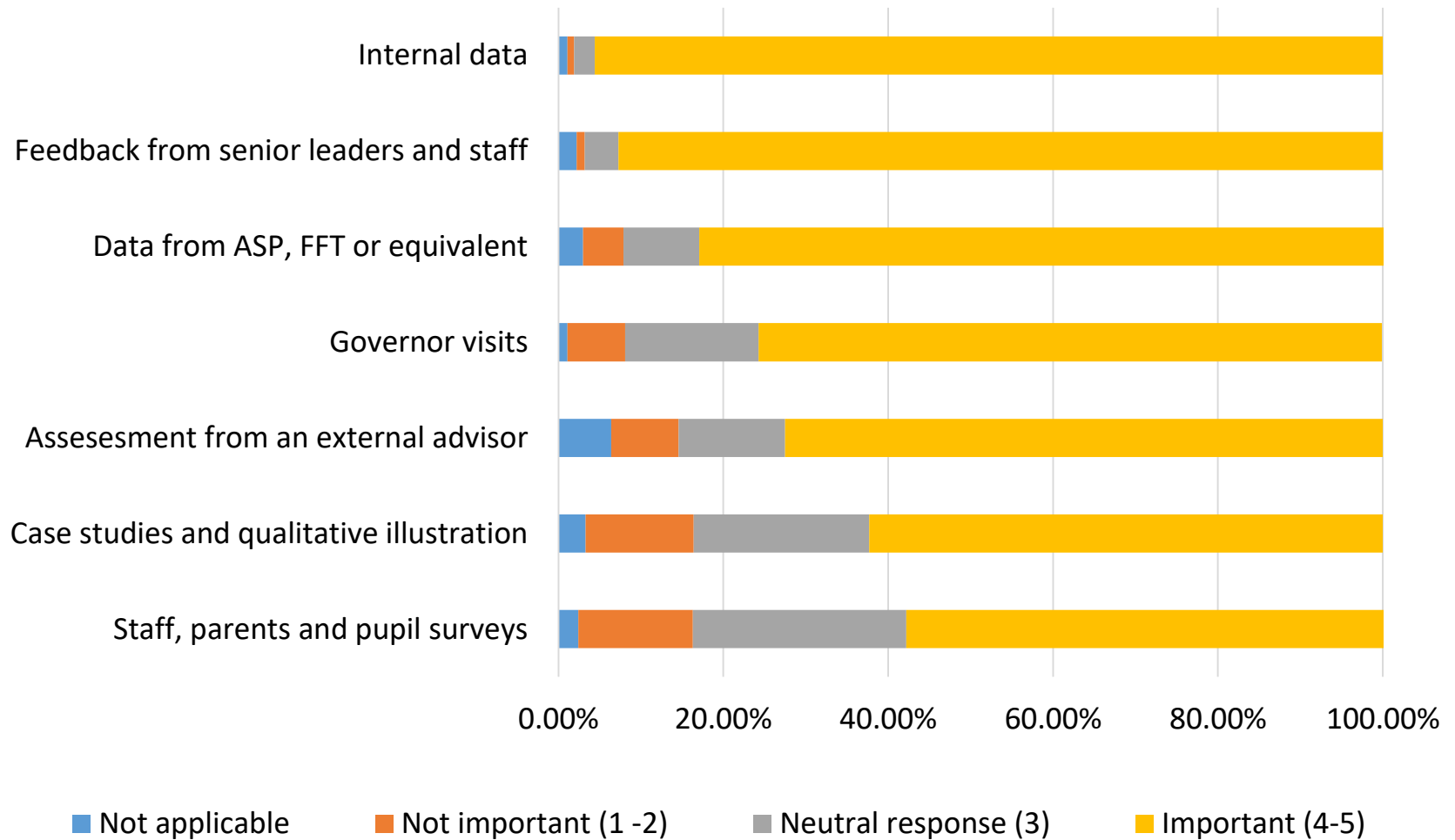
# What is the purpose of the pupil premium according to governors and trustees?



# What information do governing boards use when deciding how to spend the pupil premium?



# What information do governing boards use when monitoring the impact of the pupil premium?



# Which initiatives work?

**Some of the most popular initiatives used to support pupil premium students identified through the survey included:**

- targeted intervention support, either on a one-to-one/subject specific level.
- small group targeted support.
- training for teaching staff.

**The most popular initiatives used to support pupil premium students identified through the pupil premium strategies included:**

- targeted Interventions to support attainment of specific pupil groups, literacy support and numeracy support.
- subsidising school trips.
- subsidising internal extra-curricular activities.



# The disconnect between initiatives and barriers to learning

From the analysis of 38 pupil premium strategies, the most commonly identified barriers to learning were:

1. low attainment and progress amongst pupil premium students.
2. family life.
3. low attendance.
4. social and emotional barriers to engagement.
5. individual pupil needs.

**This is in contrast to the most common initiatives identified in the survey and pupil premium strategies which focus heavily on teaching and learning.**

# Good practice to consider when writing the pupil premium strategy

From across the 38 pupil premium statements, five key themes were identified which distinguished between the most and least successful schools in terms of spending outcomes for the pupil premium.

Overall, successful schools generally:

- Provided specific figures for each initiative used.
- Included a rationale for pupil premium interventions.
- Had a clear success criteria.
- Had clear monitoring processes in place.
- Clarified which group the funding would be targeting.

# Example: improving pupil premium strategies

**Barrier to learning:** Some pupil premium students do not have the space to work at home and come to school hungry.

Desired outcome	Action	How this will be implemented well	Staff lead	Cost
A large number of Pupil Premium pupils lack opportunities to take part in wider curriculum experiences as well as real world experiences.	Breakfast Club and After School Club.	<p>Pupil Premium pupils will be given opportunities to attend Breakfast or After School club if this support is required.</p> <p>After/before school staff to keep note of Pupil Premium pupils and support with academic/well-being.</p>	[Named staff member]	£2,000

# Or would this be smarter?

**Barrier to learning:** Some pupil premium students do not have the space to work at home and come to school hungry.

Desired outcome	Action	Rationale	How this will be implemented well	When will this be reviewed	Which group is targeted	Staff lead	Cost
Pupil Premium pupils eat breakfast before school and have a quiet place to work with adult support.	Breakfast club with food provided from 7.20 to 8.20 am. During this time, there will also be the option of using a separate classroom as a quiet work space. Learning support staff will be present in the classroom each morning.	Pupils need to start the day adequately nourished and need to have somewhere to work that is conducive to study.	This year a new registration system will be used to monitor which pupils are attending breakfast club. Breakfast club attendance for pupils eligible for the pupil premium should increase by at least 10% from 43% to 53%.	October, March and June SLT meetings with report to GB.	All pupil premium students in the school.	[Named staff member]	£12,211 Funding for one hour of learning support staff time each morning and cost of food. Estimated cost based on target uptake of 53%.

# Example: improving pupil premium strategies

**Barrier to learning:** Some pupil premium pupils do not have the same opportunities to read books at home as their peers. This has a detrimental effect on their progress and attainment in reading.

Desired outcome	Action	How this will be implemented well	Cost
Pupil premium pupils will read for pleasure.	Targeted reading programme to ensure accuracy and comprehension.	Reading becomes fluent and more enjoyable as children read with understanding.	£200

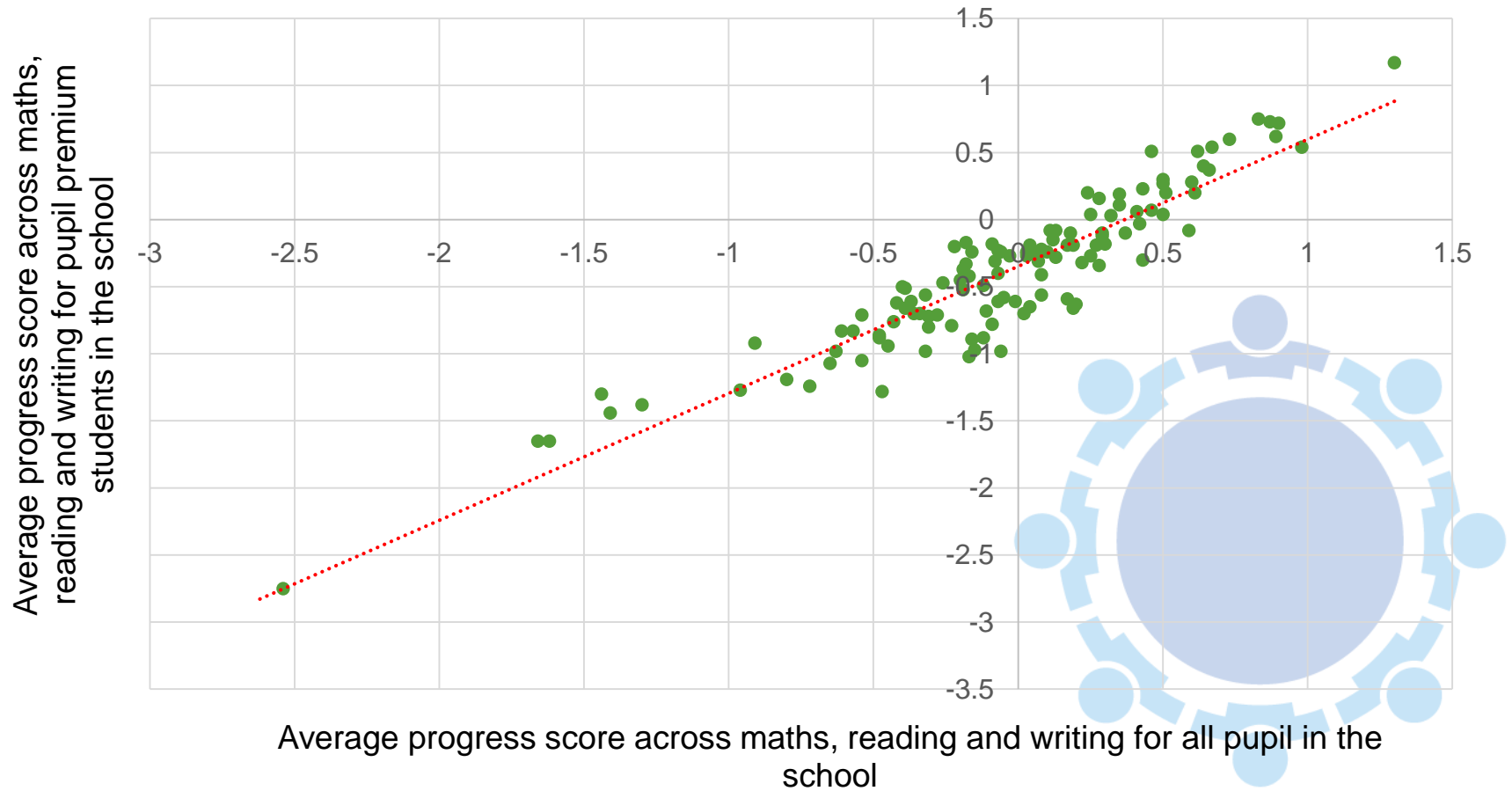
# Or would this be smarter?

**Barrier to learning:** Some pupil premium pupils do not have the same opportunities to read books at home as their peers. This has a detrimental effect on their progress and attainment in reading.

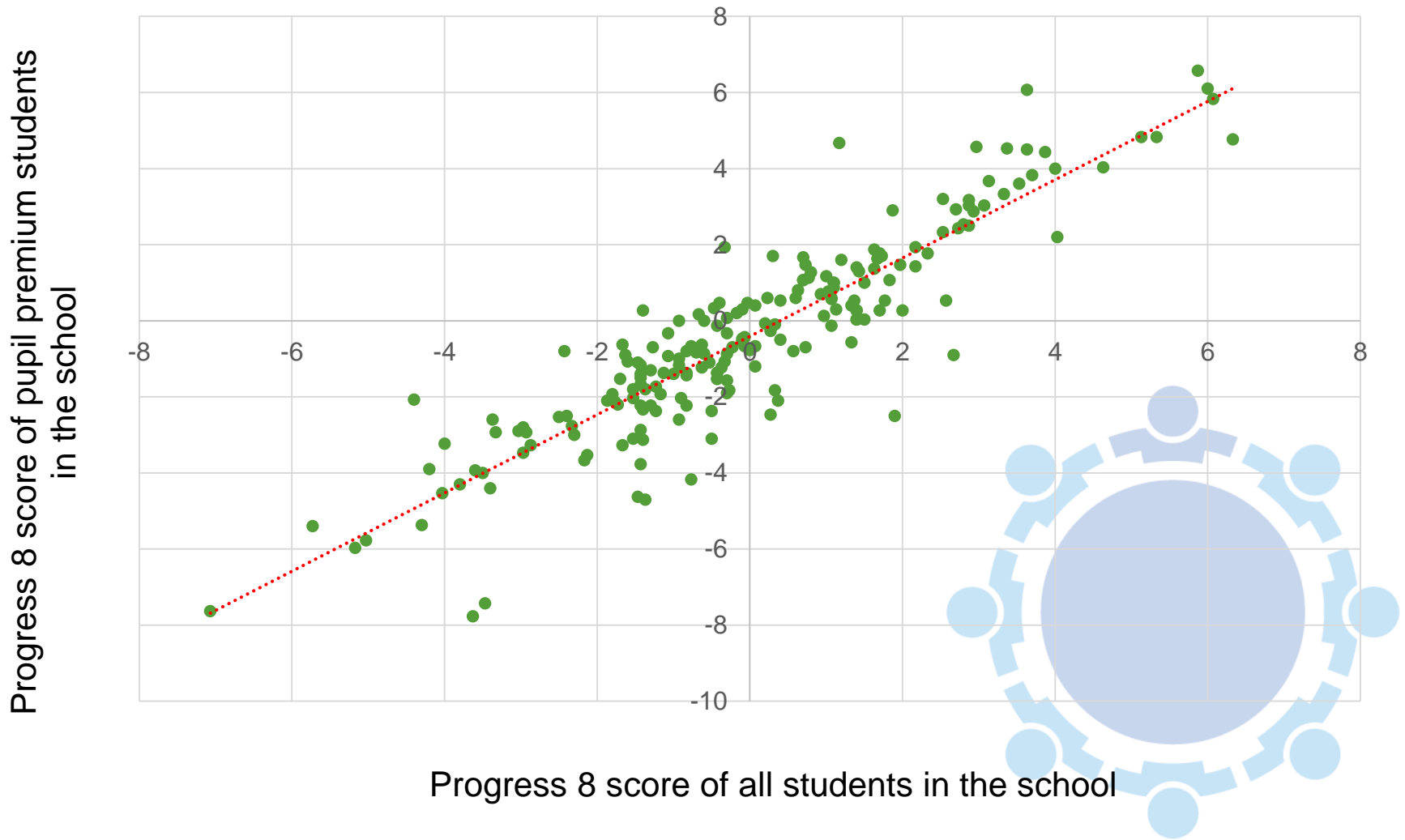
Desired outcome	Action	Rationale	How this will be implemented well	When will this be reviewed	Which group is targeted	Staff lead	Cost
Pupil Premium pupils who struggle with reading as identified through teacher assessment.	5 thirty minute one-to-one sessions a week, for twelve weeks, for pupils who struggle with reading. Delivered by Literacy lead trained in reading comprehension strategies.	EEF toolkit shows that one-to-one tuition & reading comprehensive strategies offer an additional +5/+6 months progress for moderate/low cost. Last year, 80% of children involved in this programme made accelerated progress.	In line with previous years, at least 80% of children in the programme to make accelerated progress in reading.  Children to be at least in line with the national average for reading by the end of the year.	Literacy Lead half termly data reporting to SLT, with termly reports to the governing board.	Pupil premium students identified through teacher assessment as requiring accelerated progress.	English lead.	c. £7,210  (based on estimated cost of £721 for four full days of Literacy Lead time per pupil.  Estimate of 10 pupils in programme)

# What works for all children?

***Raising progress for all raises progress for pupil premium students (primary)***



# And secondary too ...





**Thank you for listening.**

For more information on NGA's research, as well as the wider work that we do, please visit [www.nga.org.uk](http://www.nga.org.uk)

**Are there any questions?**

# NGA is a membership organisation

- NGA is an independent charity representing and supporting governors and trustees in maintained schools and academies in England.
- Our charitable aim is to improve outcomes for pupils by the promotion of high standards in schools and improving the effectiveness of governing boards.
- We do this by providing expert and tailored information, guidance and advice, training, consultancy, and challenge.

**n|g|a| GOLDline**  
The NGA Advice Service

**n|g|a** National  
**Governance**  
Association  
**GUIDANCE CENTRE**

## *Governing board membership*

- **STANDARD** governing board £90
- **GOLD** governing board £260

[www.nga.org.uk/join](http://www.nga.org.uk/join)

