

What is the Pupil Premium?

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers.

Evidence from national attainment data shows that, despite much hard work by schools and by individual teachers and Teaching Assistants, every year:

- > around 30–35,000 children leave primary school reading and writing at the level of a seven-year-old or below
- > around 30–35,000 children leave primary school with mathematical skills at the level of a seven-year-old or below
- > around 23,000 children leave primary school with reading, writing and mathematical skills at the level of a seven-year-old or below.

Research shows that, of these children, a significant proportion are destined for failure at secondary school, at risk of truancy or exclusion and likely to find themselves without work, effective social networks or success in adult life. Too many will finish up in prison.

Those from economically and socially disadvantaged backgrounds form the majority group amongst these children.

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Who is the pupil premium for?

The Pupil Premium is primarily aimed at Reception to Year 11 pupils who are from low-income families and are eligible for Free School Meals (FSM). This category now includes any child that has been registered for FSM in the past 6 years (known as 'Ever 6 FSM').

'Pupils entitled to Free School Meals [are] only half as likely to achieve five good GCSEs as their peers.'

The Schools White Paper

The funding also covers children in care aged 4–15 who have been looked after continuously for more than 6 months. A service premium has also been introduced for children whose parents are serving in the armed forces.

In January 2011, there were:

- > 1.77 million pupils identified as 'Ever 6 FSM'
- > 45,070 children of service families
- > 40,566 children who were looked after.

'I want every child to be able to aim for the stars, and to be supported in reaching them.'

David Laws, Education Minister, 2012

How much is the Pupil Premium?

Nationally, the total Pupil Premium funding is set to increase from £625 million to £1.25 billion in 2012–13. It will rise again in 2014–15 to £2.5 billion. In 2012–13, the Pupil Premium will be allocated as:

- > £600 per child eligible for FSM and per child identified as 'Ever 6 FSM'
- > £600 per child who is looked after
- > £250 per child of a service family
- > up to £50 million to enable FSM, 'Ever 6 FSM' or looked after children to participate in the 'Transition Summer School Programme' (The 'Transition Summer School Programme' funds two-week long summer schools, set

up and run by secondary schools, to help disadvantaged children make the transition to secondary school.)

How will schools know who is eligible?

The Pupil Premium is based on the number of FSM pupils, looked after children and children of service families on a school's roll during the January school census day. For those children who are Ever 6 FSM, the Department for Education will pass on information to each school about the numbers of pupils eligible for this in February each year. This can be added to the number eligible for FSM to estimate the total number of pupils eligible for the Pupil Premium within your school.

How are schools expected to use the Pupil Premium?

Schools are expected to use the funding to **help close attainment gaps** for eligible pupils.

'So money, freedom, rewards. Take it; use it as you see fit. But know that you will be held accountable for what you achieve. Schools cannot just absorb this money and spend it on other things.'

Nick Clegg, Deputy Prime Minister, May 2012

Ofsted's survey into how schools are using the Pupil Premium found that schools were using the funding to maintain or enhance existing provision:

- > over two fifths used it to fund existing or new teaching assistants
- > over one quarter used it to fund new or existing teachers
- > around a third used it for additional curriculum opportunities

The survey found that schools didn't often disaggregate the funding from their main budgets and some schools didn't target the needs of the groups it was intended for.¹⁵



How will schools be held accountable?

However the Pupil Premium is spent, what is clear is that the benefits must be quantifiable. New measures have been included to capture the achievement of Pupil Premium pupils in the performance tables. Schools will also be expected to publish online details of their Pupil Premium allocation and their planned spend for the year ahead. They will also have to publish a statement for the previous year confirming Pupil Premium allocation, spend and the impact this had.

The Ofsted inspection framework will have a particular emphasis on how well gaps are narrowing both within the school and in comparison to national trends with specific reference to children eligible for the Pupil Premium.

"Schools need to know that, in assessing their performance OFSTED will be looking forensically at how well their Pupil Premium pupils do. ... The message should be clear: if a school's Pupil Premium population is falling, more likely than not the whole school will be judged to be failing."

Nick Clegg, Deputy Prime Minister, May 2012

How can schools account for FSM children not falling behind?

There may be groups of children eligible for the Pupil Premium who are not falling behind their peers. In which case, consider:

- ensuring that the relevant pupils are clearly identified on the school's tracking system so that evidence of their performance is clear

- documenting how whole-school initiatives to close attainment gaps will have impacted on these pupils
- evidencing curriculum enrichment activities not directly linked to literacy or numeracy from which these pupils have benefitted thanks to the Pupil Premium
- showing how you have used funding to raise eligible pupil's aspirations, e.g. through mentoring schemes or visits to universities
- where applicable, demonstrating that relevant pupils are performing well above age-related expectations or are identified as gifted and talented.

CASE STUDY

Since the inception of the Pupil Premium in 2011, one school in Exmouth has identified a separate budget line for the Pupil Premium and ensured that the impact of this identified expenditure is reported to governors.

The senior leadership team closely analyse performance data in order to identify gaps in attainment and to determine the focus areas for additional support to pupils, including those entitled to benefit from the Pupil Premium. For example, in 2011–12, the additional funding enabled the school to provide individualised support for pupils struggling with writing – an area which had already been identified as a whole-school priority.

ACTION POINTS

- Explore ways to encourage eligible parents to register their children for free school meals ahead of the January census – make sure they are aware of the potential for the school to receive additional funding and of the impact this could have.
- Ensure your school system clearly identifies all children eligible for the Pupil Premium ahead of the January census.
- Identify pupils entitled to the Pupil Premium on the school's tracking system.
- Make sure the funding received through the Pupil Premium is identified within the school budget plan.
- Inform governors of your Pupil Premium allocation, its purpose and your proposed plans for spending.
- Identify how and where you are going to publish information on your Pupil Premium allocation and spend. Make sure parents know where and how to access this.
- Download your own copy of Ofsted's Pupil Premium report from the Ofsted website. A new report should be available Spring 2013.

"Schools need to know that ... OFSTED will be looking forensically at how well their Pupil Premium pupils do."

What does the research show?

Characteristics of children eligible for the Pupil Premium

Research helps build a picture of the needs of children eligible for the Pupil Premium, and provides clues about the areas where schools might need to intervene, using funding, to improve pupil outcomes.

When compared to their peers, disadvantaged pupils **on average**:

- > have less home support for their learning²
- > have weaker language and communication skills³
- > are more likely to have significant difficulties in basic literacy and numeracy skills⁴
- > experience more frequent behaviour difficulties⁵
- > are less likely to believe they can control events that affect them.⁶

'More than one in four young people from poor backgrounds feel that "people like them don't succeed in life".'

7 Key Truths about Social Mobility⁷

Statistically, the gap can be large:

- > At school entry, low-income children lag behind high-income children by sixteen months in vocabulary. The gap in language is very much larger than gaps in other cognitive skills.⁸
- > Pupils eligible for FSM are more than twice as likely to achieve below Level 3 in English and in Maths at the end of KS2 as those not eligible for FSM.⁶
- > Pupils eligible for FSM are five times more likely to be excluded from primary school (permanently or for a fixed term) than those not eligible.⁹

Research on resilience

Another source of information is research on resilience¹⁰ – the factors that help disadvantaged children buck the trend and succeed in life against the odds. These factors fall into three areas: high attainment at school, strong personal and social skills, and parental support for the child's learning.

Bringing the research to life

The story of Darren brings the findings from research to life. His journey through school is typical of the experience of many disadvantaged children.



CASE STUDY: WHAT DO WE KNOW ABOUT DARREN?

Darren is eight. He doesn't talk a lot and when he does, it is in very short sentences with a limited vocabulary. No-one in his extended family is in work. There are no books in his house. He rarely goes outside the estate where he lives. He started school bright and chirpy, excited about all the activities in class. Soon, however, he began to notice that his friends were starting to read, but he struggled. By the time he was six, his behaviour in class became increasingly troublesome. By the time he was seven, he had reached the conclusion that he was not a learner – that for him, education was to be endured rather than enjoyed, just as it had been for his mum, dad and granddad before him.

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The role schools can play

Schools can turn around the lives of children like Darren. Research has shown that academically effective primary schools can enable disadvantaged children to succeed against the odds, 'effectively helping them to catch up, re-establishing and reinforcing a positive perception of school and learning and improved self-efficacy'.¹¹

Implications for using the Pupil Premium

Pulling the threads together, effective use of the Pupil Premium is likely therefore to involve a focus on getting the basics of spoken language, literacy and numeracy right as early as possible, and working with parents to maximise their engagement with their child's education.

It will also focus on developing personal and social skills, especially the sense children have of being in control of their own lives.

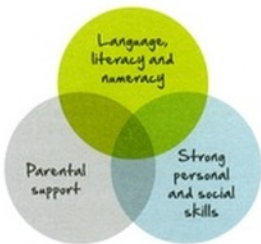


Figure 1: Key factors that increase the likelihood of positive life outcomes

Five approaches to the Pupil Premium

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Early intervention

In terms of the impact on children's experience in the school system, intervention can make a big difference – making up for a poor start in children's early years and supporting their ongoing needs.

Research commissioned by the DfE found the one school-level factor that seemed most clearly to help children succeed against the odds was the additional help they received when struggling academically or with behaviour.¹¹

Research also shows the importance of targeting intervention as early as possible. Analysis of progress indicators based on national assessment data clearly highlights the importance of securing key educational outcomes by the age of seven in order for children to stand the best chance of securing success at GCSE (see fig. 3).

In a long term tracking survey of a cohort of children born in 1970, Feinstein and Bynner found that children who were performing well below their peers at the age of five but had caught up by the age of ten, were as successful in later life as if they had never suffered from that earlier 'gap'.¹⁸

The research also showed that where children initially started out well but lost their high academic score by age ten this eroded the benefit of having it at all, emphasising the need for continuous interventions throughout schooling to ensure children not only catch up but keep up with their peers

Key features of effective interventions

A range of research into 'what works' for children with literacy and numeracy difficulties in terms of additional intervention has shown that high-quality approaches can impact significantly on progress.

In general, schools can expect that:

- An intervention delivered by an expert TA to pupils falling into the bottom 6–20% can at least double the normal rate of progress.
- An intervention delivered by a specially trained teacher to pupils falling into the bottom 6% can increase the rate of progress by up to four to five times the normal rate.

Effective approaches to additional intervention support for individuals or small groups of children exhibit the same features associated with high-quality teaching in general:

- The teaching is focused and structured so that pupils know what is to be learned, how it fits with what they know and can do already, and what they are learning/have learned.
- The teaching concentrates on the misconceptions, gaps or weaknesses that pupils have experienced in their learning to date, and builds in additional consolidation.
- Sessions are designed around a structure that emphasises the stages of learning from which pupils will benefit most.
- Pupils are motivated with pace, dialogue, feedback and stimulating activities.
- Pupils' progress is assessed regularly.
- Teachers and Teaching Assistants have high expectations of the effort pupils will need to make and the progress that can and should be achieved.
- Teachers and Teaching Assistants create a settled and purposeful atmosphere for learning.

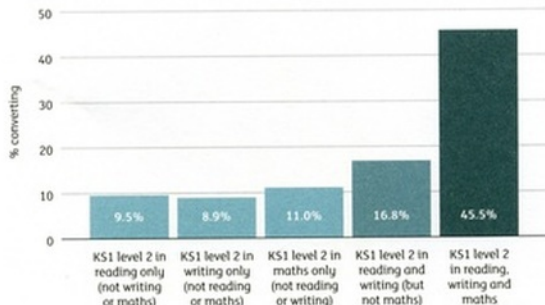


Figure 3: Percentage getting 5 GCSE A-C including English and Maths



Wave 1	Quality First Teaching	Leadership	All children
Wave 2	Small group additional intervention		Just below national expectations
Wave 3	Individual or very small group intervention with a trained and supported TA Intensive intervention on an individual and/or very small group basis with a trained specialist teacher		Struggling Lowest attaining

Figure 4: Provision mapping

Provision mapping

To support the process of planning additional strategies or interventions to close attainment gaps, many schools have found it helpful to adopt 'provision mapping' through the well-known 'layered model' as a tool to support curriculum planning, inclusive teaching and personalised approaches to address diverse needs. In populating the provision map, highlight the specific aspects of provision which include children to whom current Pupil Premium funding is targeted (see fig. 4).

Making sure what works, works in your school

Research has also shown that additional intervention achieves maximum impact when core elements are closely adhered to (fidelity), whilst other aspects are tailored to the individual circumstances of schools (flexibility) (see fig. 5).

Assessing the evidence for quality interventions

In selecting approaches to intervention, consider the following questions:

- Does the guidance clearly indicate the target group?
- Is the intervention time-limited?
- Is there guidance on diagnostic assessment and matching the intervention to learning needs?
- Does the intervention incorporate support with tracking progress?
- Is there a secure data set for the impact of the intervention?

Core aspects requiring fidelity to secure impact	Flexible aspects to be determined by schools
Training for a Teaching Assistant and nominated link/support teacher	Staffing
Allocation of quality space and time	Scheduling of intervention period
Regularity of teaching	Timetabling
Session structure (teaching sequence, timing of components)	Group composition
Use of assessments and progress checking	Choice of standardised test to assess impact
Regular dialogue between class teacher and TA	Allocation of time
Involvement of parents/carers	Strategies for parental engagement
Quality assurance of delivery and impact	Quality assurance processes and measures

Figure 5: Fidelity and flexibility in interventions



ACTION POINTS

- 1 Consider whether your whole-school approach is designed to ensure the highest quality day-to-day teaching for all children. Make sure you are doing all you can to prevent gaps and enable children to keep up before 'gaps' develop.
- 2 Evaluate whether you are identifying children who need additional help from the outset – in Foundation Stage and KS1.
- 3 Is your approach to personal, social and emotional development effective for all children? Do you provide additional small group / individual support for children with the greatest needs in social and emotional development?
- 4 Evaluate the intervention support in literacy and numeracy you have in place, e.g. whether it is informed by research into what works and if there is a robust evidence base of measurable progress.
- 5 Ensure you are observing the non-negotiables of any intervention you have in place, i.e. those elements of guidance designed to ensure that it works to its best effect.
- 6 Make sure those supporting the children with the greatest difficulties in learning are well-trained and their work is quality assured.

Building independence and self-efficacy

Developing the social and emotional skills which give young people the resilience, persistence and motivation to deal with the stresses and the rebuffs of everyday life, are key to being able to move up the social ladder.⁷

Research has shown that many effective approaches with disadvantaged children share a common feature – they help make children see themselves as independently able to make a difference to their own lives and those of others. This sense of being in control is sometimes called self-efficacy.

Equally, many less effective approaches with disadvantaged children serve only to reinforce their feelings of helplessness and lack of control. One reason put forward for the lack of impact of TAs, for example, is that the support they provide in-class may make children dependent rather than independent.

'I'm in the bottom table group and we can't do anything by ourselves so we always have to have an adult working with us.'

Jahe, aged seven

Approaches which build independence and self-efficacy

There are a number of strategies which can build children's sense of control:

Peer tutoring: gives children the chance to make a difference to another child's learning. For example, disadvantaged children in KS1 might teach a puppet something they have just learned, or teach it to a younger brother or sister at home. Children in KS2 might hear younger children read or tutor them with their maths.

Coaching: helps children make plans and stick to them. At Swaythling Primary School funding was used to provide Year 6 pupils (mostly underperforming white boys eligible for FSM) with a period of weekly 1:1 coaching with trained learning mentors. Children identified what they wanted to achieve and were helped to set their own targets and identify their options. They made greater progress in literacy and numeracy than children given interventions directly targeting these core skills.

'What I like about coaching is the way that it helps children stand on their own two feet. It is quite a revelation to them as they learn to break things down into small steps that will eventually allow them to achieve their goals. They take ownership. They are no longer spectators in their own lives.'

John Dropper, Headteacher

Assessment for Learning: ensures that children know where they are in their learning journey, assess and reflect on their own learning (have I achieved the success criteria, how would I teach this to someone else, how would I change this activity for another class/group?) and plan the next steps they need to take in conjunction with their teacher.

Standing back and praising independence: gives children time and confidence to solve problems on their own (see fig. 7).

Can you remember what worked for you last time?

Show me where you noticed it didn't make sense and went back and fixed it.

Show me all the times you were stuck and you sorted it out all by yourself.

Figure 7: Praising independence

'I'm in the bottom table group and we can't do anything by ourselves so we always have to have an adult working with us.'

ACTION POINTS

- 1 Use repeated classroom observations to assess whether teaching is consistently promoting learner independence and self-efficacy, and to track the impact of any new strategies you introduce.
- 2 Consider investing in additional training for staff in areas such as Assessment for Learning or Building Learning Power.
- 3 Identify teachers in your school who successfully teach children to work collaboratively and independently in mixed-ability groups. Have these teachers coach and mentor others.
- 4 Review PSHE teaching and learning to see if it explicitly helps children develop self-efficacy. The SEAL Community website has resources that may be helpful here.
- 5 Consider putting in place a formal peer tutoring scheme in school. You might use your funding to free a member of staff to train peer tutors and monitor and evaluate their work.



Developing speaking and listening skills

Research shows that more than half of children starting school in socially disadvantaged areas of England have delayed language.²³ Disadvantaged pupils may enter school having heard up to 35 million fewer words than their better-off peers.²⁴

"I have children coming into our school who don't know their own name – and don't even know that they have a name."

Headteacher, Hull

Good speaking and listening skills are integral to developing as an independent and reflective learner. The new National Curriculum and professional standards for teachers emphasise the importance of developing children's communication skills, as does the Ofsted inspection framework.

Building vocabulary: a school-wide approach

One effective strategy to develop language is a consistent, school-wide approach to teaching vocabulary. For example, teachers could identify 'Goldilocks' words for the topic they are teaching – words that are not too easy and not too hard, but 'just right' (see fig. 8).

Teachers then teach the Goldilocks words and regularly review them, helping children build a web of associations for a given word: what it sounds like, what it means, how it fits in a sentence.

Topic: Victorian England		
Too easy: words children use in everyday conversation	Goldilocks words: useful beyond the immediate topic and should be systematically taught and reviewed	Too hard: topic-specific words that just need explaining
toys	petticoat	gruel
children	hoop	workhouse

Figure 8: Goldilocks words

A reason to talk

Role play areas (in KS2 as well as Reception and KS1) provide opportunities to encourage talk. Areas can be set up to look like travel agencies, World War II bomb shelters, Egyptian tombs and so on. Staff then model ways of talking and interacting in these areas, introducing the kinds of language they want children to use. Some schools have also set up podcasting spaces or 'Speakers' Corners' with wooden soap boxes for children to stand on and talk about topics that interest them.

Developing listening skills

Actively teaching children how to be good listeners is another essential strategy. This means much more than sitting still and paying attention. It means listening actively for meaning and asking for clarification if you don't understand. Teachers who have used whole-class listening skills programmes typically rated nearly a third of their class as having severe listening problems, but after a few weeks into the programme this fell to zero.

CASE STUDY: WATERCLIFFE MEADOW PRIMARY, SHEFFIELD

At Watercliffe Meadow Primary, most children enter school 18 months to two years behind in their language development. The school has prioritised CPD for staff focusing on language and also funds extra time each week from a speech and language therapist. All children in the EYFS and Year 1 are assessed and a range of small group interventions are provided. The curriculum is rich with visits and experiential learning to promote talk. The school uses approaches such as Talk for Writing, Philosophy for Children and Quality Circle Time to give children language structures that enable them to have deep conversations and discussions on issues that are important to them. The school café has 'social seating' to promote talk and is open for parents at the start and end of the day and throughout the day for children.

The impact has been noted by Ofsted: 'Achievement has improved substantially... This is most notable in developing speech and language in KS1, which is having a direct impact on attainment in reading and writing.'

ACTION POINTS

- 1 Review indoor and outdoor learning environments to assess whether they provide enough opportunities for talk.
- 2 Use classroom observations to explore whether listening and collaborative skills are actively taught. Consider funding training in Cambridge University's whole-class Thinking Together programme, proven to raise attainment.
- 3 Consider whether there are children eligible for the Pupil Premium who would benefit from small-group interventions focusing on language development, and fund training in evidence-based approaches such as Talking Partners or Talk Boost. Track the impact on language using the assessment tools built into these resources.