



Pupil Premium Annual Report

Overview			
	2015/16	2016/17	2017/18
Number of pupils on roll			
Number (and %) of pupils eligible for PPG			
Amount of PPG received per pupil			
Total PPG received			
Total amount of PPG allocated in-year			

Context statement (inc identification of disadvantaged pupils / groups and any differences in attainment)

Objectives (diminishing the difference)

Detailed expenditure 2017/18								
Intervention strategy	New or continued?	Total allocation of PPG	Total no. of pupils involved	Target group(s) and cohort(s)	Objective	Intended outcomes	Monitoring & evaluation	Actual outcomes



Impact assessment

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Next steps

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Reporting to parents (how, what, when)

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Reporting to governors (how, what, when) & details of governor involvement

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Some questions to consider:

1. Did I focus sufficiently on literacy and numeracy interventions?
2. Did I work with primary feeders to identify pupils who might benefit from summer schools, nurture groups, etc.?
3. Did I target my best teachers at my most disadvantaged pupils?
4. Did I apply for top-up summer school funding when it was available? (It was removed in 2016.)
5. Do all my teachers know who was eligible for Pupil Premium funding? Do they and governors know how that funding was used and what impact it has had?
6. Where do pupils do their homework and independent study? If they live in chaotic homes, do we provide a quiet space with support? Have I involved parents in making sure pupils use it?
7. What happened after I looked at the data? What interventions did it lead to and what was their impact? What have I learnt?
8. Did I have gaps between exclusion and attendance rates as well as attainment gaps?
9. Was a senior leader at my school responsible for Pupil Premium funding? Do we also have a governor responsible for it?
10. Did higher (and lower) attaining pupils make as much progress as non-FSM? (Remember, the Pupil Premium is not just there to get pupils up to age related minimum expectations.)
11. What did I use as a benchmark when I compared our performance to other schools? (Don't just compare FSM pupils to other FSM pupils; and look beyond LA figures to national standards.)
12. How did I evaluate pastoral interventions? Did I ensure that, ultimately, they led to academic improvements as well as improvements in, say, attendance and behaviour?
13. When did I review my interventions? Did I track, review and improve our provision as I went along rather than wait until the end?

Extract from Making KS3 Count:

Pupil Premium: Good practice

As you start working towards your action plan, what should you be aiming for? What's your end goal? What does good practice in this area look like?

Schools that use the Pupil Premium funding effectively at Key Stage 3 and close the gap tend to conduct a detailed analysis of where pupils are underachieving and why. They make good use of research evidence when choosing support and intervention activities but are discerning customers of research - they always contextualise the information, asking: How would this work in my school? and, What do I know already works in my context? Research is extremely valuable as a starting point but you must not underestimate your own knowledge of your school and its pupils and staff.

As well as applying research and personal knowledge, schools that use the Pupil Premium funding effectively at Key Stage 3 focus on high quality teaching rather than relying on interventions to compensate because they know that pedagogy trumps all - getting it right first time is the best approach and teaching matters more than curriculum. They ensure that their best teachers lead English and maths intervention groups. They make frequent use of achievement data in order to check the effectiveness of interventions and they do this early and continue to do it throughout the year rather than waiting until the intervention has finished and it's too late to change it.

These schools also tend to have a systematic focus on clear pupil feedback and pupils receive regular advice to help them improve their work. These schools have a designated senior leader with a clear overview of the funding allocation and a solid understanding of how the funding works and how it needs reporting. All the teachers in these schools are aware of the pupils who are eligible for Pupil Premium funding and they take responsibility for those pupils' progress. These schools have strategies in place for improving attendance, behaviour and links with families and communities if these are an issue, as well as for improving academic performance. And, finally, these schools ensure that the performance management of staff includes discussions about the Pupil Premium and about individual pupils in receipt of the funding and how they are progressing.



Pupil Premium: Common pitfalls

Conversely, in schools where the Pupil Premium isn't used effectively and is not tracked well enough, there tends to be a lack of clarity about the intended impact of interventions. These schools run the same intervention strategies year after year because that's just what they're used to doing or have the staff and resources for, irrespective of whether or not they work. There is no real monitoring of the quality and impact of the interventions and no real awareness of what works and what offers the best value for money. These schools also tend to spend the money indiscriminately on teaching assistants but TAs are not well utilised.

The schools whose Pupil Premium practice is ineffective also tend to have an unclear audit trail and focus solely on pupils attaining the Level 4 benchmarks not higher. They tend to spend the Pupil Premium in isolation, it does not feature as part of the whole school development plan and decisions about it are not therefore taken in the round. These schools also compare their performance to local, not national, data. Pupil Premium funding is used for pastoral interventions but they are vague and not focused on desired outcomes for pupils. And, finally, in these schools, governors are not involved in taking decisions about Pupil Premium spending and are not informed about its use and impact.

Pupil Premium: What to report

Schools need to report on how much Pupil Premium funding they received in the current academic year and how they intend to spend the funding. They need to be able to articulate their reasons and evidence for this. Schools also need to report on how they spent the funding they received for the last academic year and what difference it made to the attainment of disadvantaged pupils.

The funding is allocated for each financial year, but the information schools publish online should refer to the academic year as this is how parents and the general public understand the school year. As schools won't know how much funding they're getting for the latter part of the academic year (from April to July), they should report on the funding up to the end of the financial year then update the information when they have all the data.

If the school receives Year 7 literacy and numeracy catch-up premium funding, they must also publish details of how they spend this funding and the effect this has had on the attainment of the pupils who attract it.

