

# Pupil premium – an overview

1

⑩ Funding used to improve attainment gap between disadvantaged pupils and other pupils

2

- Paid for all pupils who claim free school meals, or who have claimed free meals in the last six years

3

- 2021-2022 – eligibility temporarily extended to pupils with no recourse to public funds

4

- Use recovery premium alongside PP - further support for disadvantaged pupils taking account of impact of Covid-19

5

- All schools expected to use the DfE template to publish PP strategy statement, and demonstrate spending decision informed by evidence

6

- Pupil premium plus – every pupil who has left local authority care through adoption, a special guardianship order or child arrangements order

7

- Service premium – every pupil with a parent serving in the forces or who is retired on a Ministry of Defense pension

## Who is accountable for what?

Governing boards are responsible for ensuring PP is spent effectively and in a way that improves the attainment of eligible pupils

- 1 - publishing an [online statement](#) on how funding is used and the impact it has on the attainment of disadvantaged pupils
- 2 - through [inspections by Ofsted](#)
- 3 - through published performance tables

Boards should discuss with senior leaders the rationale for spending pupil premium and ensure that both pupil need, and effective practice are central to the strategy (Governance handbook)

# Pupil premium, the board and organizational culture



Determine the most effective ways their school can use the pupil premium



Agree, implement and monitor pupil premium spending and evaluate its impact



Demonstrate accountability through transparent reporting of pupil premium decisions

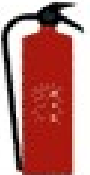

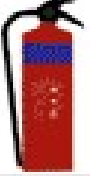

national  
picture

local picture

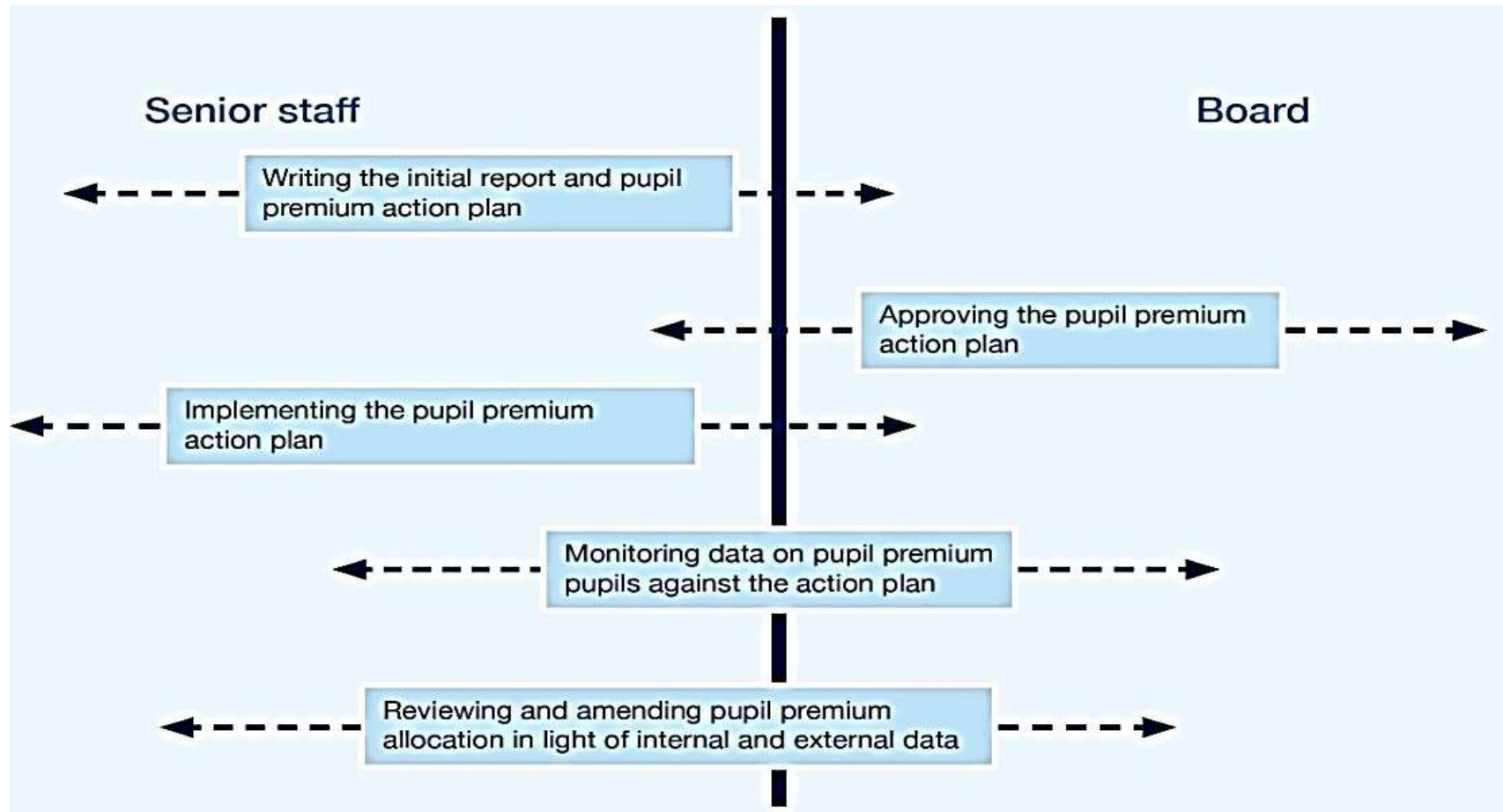
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## Matching response to barrier ...

- Parental engagement
- Pastoral support
- Staff CPD
- Broad and balanced curriculum
- Careers education
- Collaborative working with other local schools
- Teaching and learning strategies

<b>Fire Extinguisher Types</b>							
<b>Extinguisher</b>		<b>Type of Fire</b>					
Colour	Type	Solids (wood, paper, cloth, etc)	Flammable Liquids	Flammable Gasses	Electrical Equipment	Cooking Oils & Fats	Special Notes
	Water	✓ Yes	✗ No	✗ No	✗ No	✗ No	Dangerous if used on 'liquid fires' or live electricity.
	Foam	✓ Yes	✓ Yes	✗ No	✗ No	✓ Yes	Not practical for home use.
	Dry Powder	✓ Yes	✓ Yes	✓ Yes	✓ Yes	✗ No	Safe use up to 1000v.
	Carbon Dioxide (CO2)	✗ No	✓ Yes	✗ No	✓ Yes	✓ Yes	Safe on high and low voltages.

## The strategic & operational divide

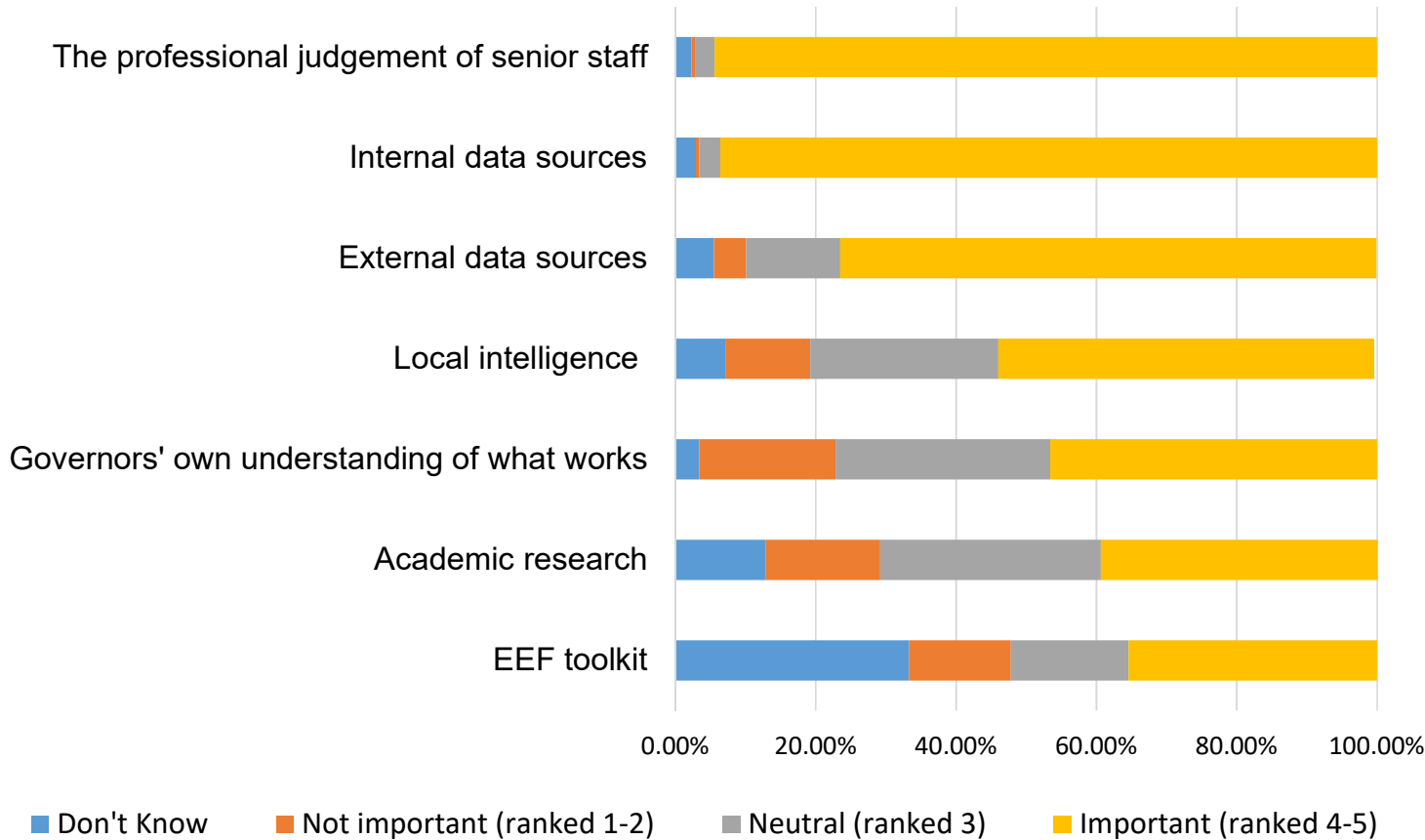


# Accountability - the role of leadership & governance



# Making good decisions...

Information boards value when deciding how to spend the pupil premium

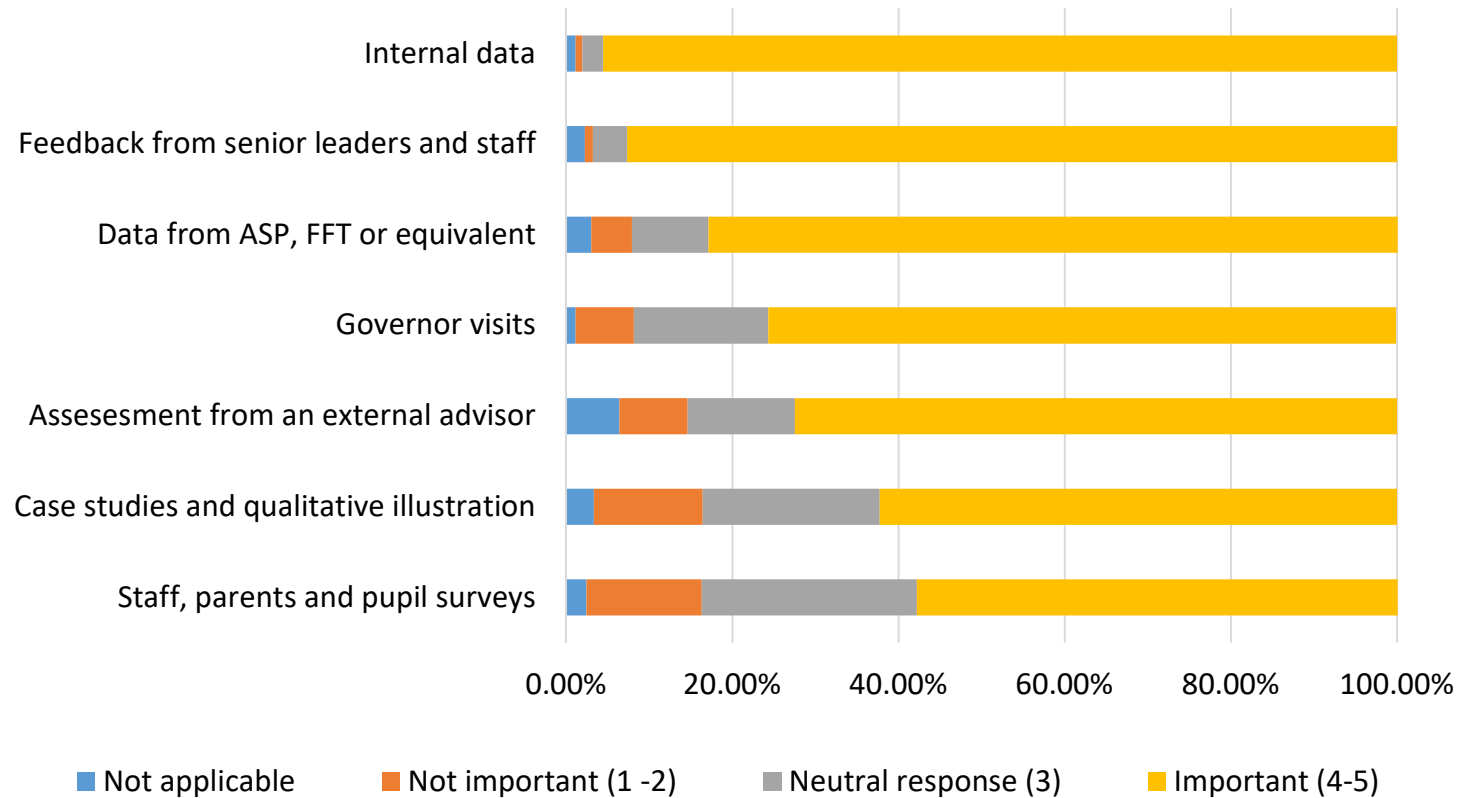


and demonstrating the evidence...

1. context – is it relevant to your school type/phase?
2. who produced the research? Could it be biased?
3. are there other evidence sources with similar findings?

## Monitoring the impact of the pupil premium

What data do governing boards value when monitoring the impact of PP funding?





## Accountability and Ofsted

Pupil premium strategy

Evidence to show how PP is spent, rationale and intended impact

Learning and progress of disadvantaged pupils

Evaluate evidence of the impact of the curriculum - including on the most disadvantaged pupils

High ambitions = use of the pupil premium founded on good evidence

How governors/trustees carry out core functions – Core function 3

**CHILD  
POVERTY  
ACTION  
GROUP**

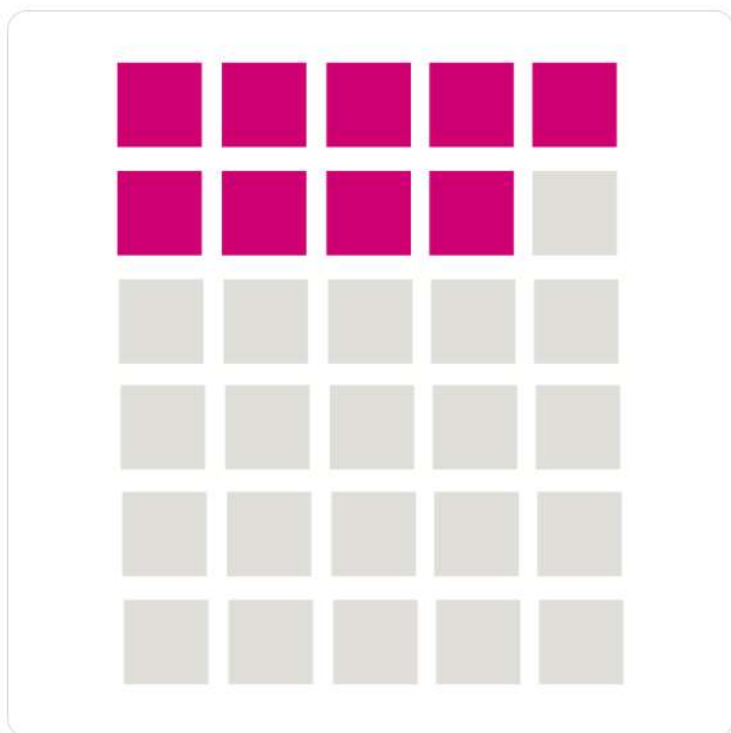
**Kate Anstey**  
**Project Lead – UK Cost of**  
**the School Day**



# The scale of child poverty across the UK



Not a wordle. Nine children in a classroom of 30 are growing up in poverty in the UK. It doesn't have to be like this.



31% of children across the UK are considered to be living in poverty. This equates to about 4.3 million children and young people.\*

Nation	Percentage
Scotland	24%
Wales	31%
England	30%
Northern Ireland	24%
UK	31%

\*Households Below Average Income data. All stats pre pandemic.



# What do we mean by Child Poverty?



An individual or family is in poverty if they: lack the resources to obtain the types of diet, participate in the activities and have the living conditions and amenities which are customary, or at least widely encouraged and approved, in the societies to which they belong.' (Townsend, 1979)

# Who is most at risk of child poverty?

## Working families

**75%**

of children growing in poverty live in a household where at least one person works.

## Black and minority ethnic groups

**46%**

of children from minority ethnic groups are in poverty. For children from Bangladeshi and Pakistani families, child poverty rates are 60 and 54 % respectively. Compared to 26% of white children.

## Lone parent families

**49%**

of children living in lone parent families are in poverty. They face a higher risk of poverty due to the lack of an additional earner, low rates of maintenance payments, gender inequality in employment and pay, and childcare costs.

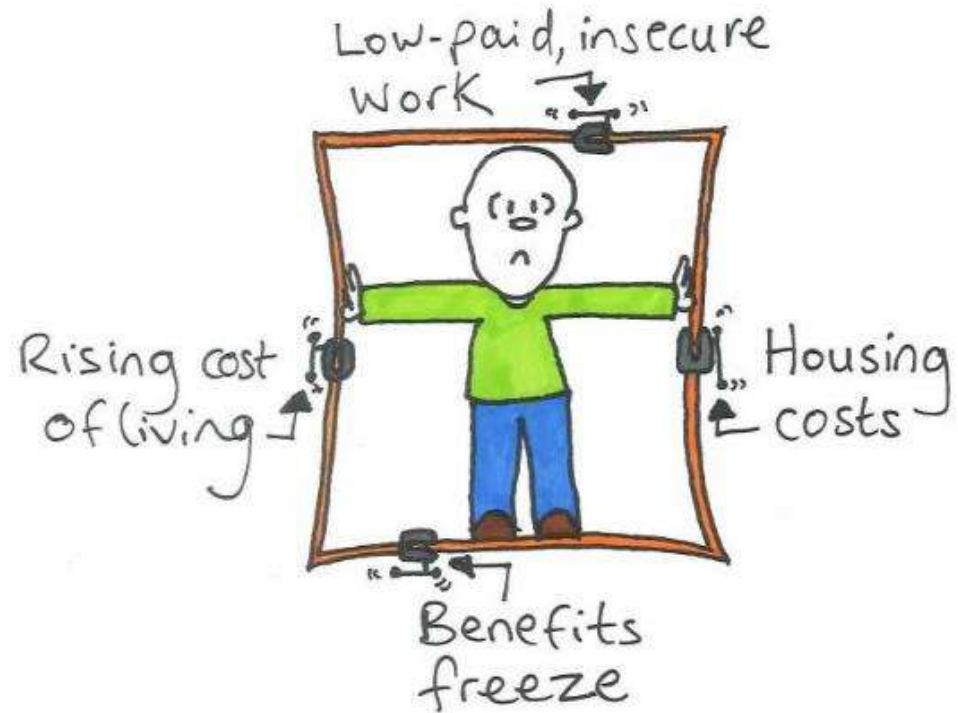
## Larger families

**47%**

of children in families with 3 or more children live in poverty

# This is poverty...

“Money’s tighter as I’m spending more on gas, electricity, food than I usually would. I have had to borrow money from family, so it’s a never-ending cycle.”  
(Mum of four children)




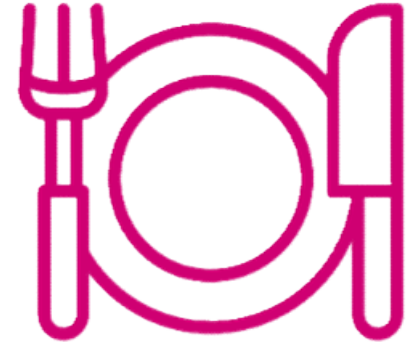


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GROUP**

# THE WEIGHT OF CHILD POVERTY


# Child poverty measurements

1 million school-aged children across the UK live below the poverty line but do not qualify for Free School Meals



"I would prefer hot lunch but my mum can't afford it so I bring in food." (Year 9 pupil)

"Not everyone is privileged to pay £2.30 each day... there's people who don't get free school meals who can't pay that." (Sixth form pupil)



Governors: How can pupil premium funding be used effectively to support pupils who might be living in poverty but not eligible for FSM?



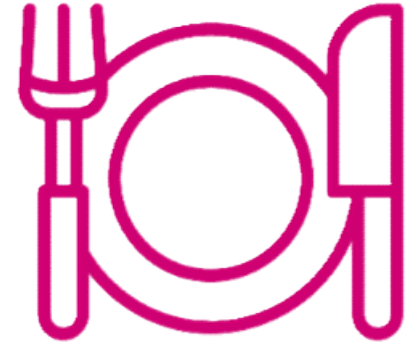
Poverty Proofing

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# Free school meals uptake

11% of pupils who are eligible for free school meals in England do not take them up



"I don't know how to ask the right questions for help." (Dad of 4 children)



"Not received anything and don't know what we might be entitled to." Mum of 1 child



Governors: Can you review your free school meals application processes to help increase uptake and ensure there are no barriers to families claiming their entitlement?



Poverty Proofing

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POVERTY  
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# What are the costs of the school day?



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ACTION  
GROUP**

Children  
North East  
Because growing  
up can be hard

## THE COST OF THE SCHOOL DAY

# Pupils' perspectives



"I've seen some situations where they take it away from you. You have to have the money." (Sixth form pupil)



"Sometimes people don't have anything to eat and they have to beg their friends for food... they should give one free meal to people who don't have money." (Year 11 pupil)



"If you have a few times not with the right uniform you get a detention." (Year 8 pupil)



"Some people have laughed at them and said like your clothes are from a charity shop." (Year 6 pupil)



"If you don't pay, you're not allowed to take home the stuff you make... it's unfair, you spend all that time making it and some people just can't afford to pay it." (Pupil)



"I wouldn't have done it if I'd known the cost. We buy lots of food stuff. I don't think it's fair." (Year 10 pupil)



"They are very expensive... I do triple science and the books are £25 each. It's £75. It should be provided." (Year 11 pupil)



"They ask for money and you have to get it in one week - where's my mum supposed to get £25 in one week? It's ridiculous." (Year 10 pupil)



"I've seen people sneak their friend cakes. You could feel left out if they don't get a cake." (Year 10 pupil)



Poverty Proofing

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# School uniform



“Yes had to borrow money for uniform”  
(Parent of pupil eligible for FSM)

“We’re a working family and we struggle ... the school uniform for each of my children was £70.” (Parent)



“The uniform is expensive.  
Especially the PE kit.” (Parent)

“Uniform is a very crippling cost” (Parent  
of pupil eligible for FSM)



- Uniform is one of the most significant costs for families
- There is new DfE statutory uniform guidance on making uniform more affordable and Wales already has similar uniform guidance

Governors: Does your school have pre-loved uniform provision? Have you consulted with your school community about uniform costs?



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# Pupil suggestions

Identify different fundraising activities that don't require pupil donations (e.g. bag packing in super markets, carol singing in local shopping centre).

Offer one free activity at all school events

When holding school events consider offering discounts for families with more than one child.

'Chuck it in a bucket' donations rather than rather than asking for specific sums.

Ensuring costs as affordable as possible and supporting parents to afford it (e.g. flexible instalments for trips)

An affordable school year- spacing events

Giving benefit of the doubt – no assumptions about financial situations

Lending resources without trouble

More learning in lessons and assemblies about poverty to make children and young people more open minded.

Modifying expectations and tasks; support to access ICT



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# Questions for governors

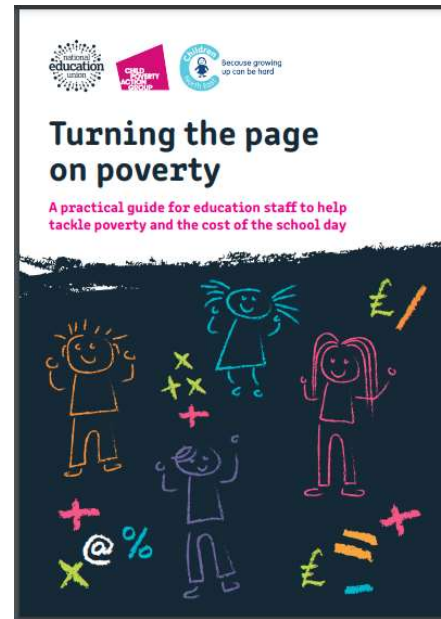
1. What does it cost families for pupils to fully participate in life at your school? And where can these costs be reduced?
2. What support does your school offer to families struggling financially?
3. What monitoring do you undertake to determine to what extent there is equality of experience and opportunity at your school?
4. How does pupil voice inform policy and practice at your school?



Poverty Proofing

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# Useful resources for schools on tackling poverty





Please don't hesitate to get in touch for more information

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**Thank you!**

