



Monitoring the impact of spending on Pupil Premium

9th March 2023



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Aims of this session:



to clarify the purpose and aims of the Pupil Premium grant;



to explore monitoring strategies that governors can use, to focus on the effectiveness of spending Pupil Premium;



to reflect on good practice in identifying impact of Pupil Premium.

The value of Pupil Premium:

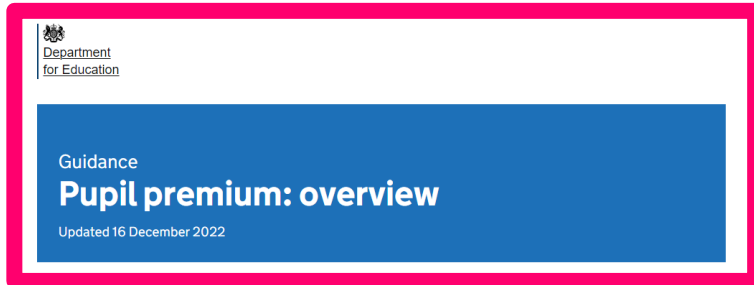
Pupil eligibility and funding rates 2023 to 2024

The pupil premium rates will be for the 2023 to 2024 financial year, starting on 1 April 2023 are given in the table.

Pupil eligibility criteria	Amount of funding for each primary-aged pupil per year	Amount of funding for each secondary-aged pupil per year	Funding is paid to
Pupils who are eligible for free school meals, or have been eligible in the past 6 years (including eligible children of families with no recourse to public funds)	£1,455	£1,035	School
Pupils who have been adopted from care or have left care	£2,530	£2,530	School
Children who are looked after by the local authority	£2,530	£2,530	Local authority

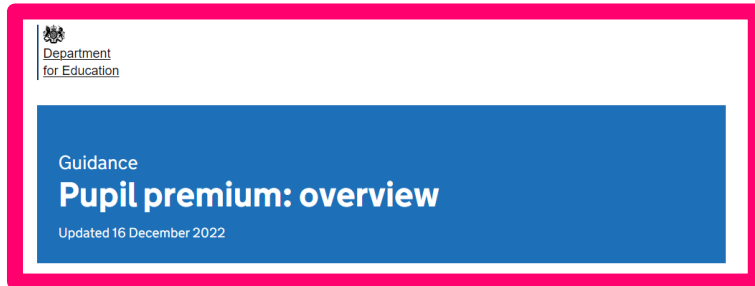
From 1 April 2023, pupil premium eligibility for pupils who have been adopted from care or have left care will include children adopted from outside of England and Wales.

The purpose of Pupil Premium



Pupil premium is funding to improve education outcomes for disadvantaged pupils in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

Spending Pupil Premium



School leaders can decide on which activity to spend their pupil premium (and recovery premium) within the framework set out by the 'menu of approaches'.

Menu of approaches

Any activity that you fund using pupil premium from the start of the 2022 to 2023 academic year, must fall under an approach listed in the table below. The following page explains [how to apply the menu](#).

Approaches that you could implement	
High-quality teaching	Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils
	Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning
	Mentoring and coaching
	Recruitment and retention of teaching staff
	Technology and other resources focussed on supporting high quality teaching and learning
Targeted academic support	Interventions to support language development, literacy, and numeracy
	Activity and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions
	One to one and small group tuition
	Peer tutoring
Wider strategies	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance
	Extracurricular activities, including sports, outdoor activities, arts, culture and trips
	Extended school time, including summer schools
	Breakfast clubs and meal provision
	Communicating with and supporting parents
<p>Schools may be justified in funding items not listed where this is necessary to overcome specific barriers to student attainment, for example to meet acute needs around student equipment to ensure readiness to learn.</p> <p>Across all tiers, schools should also consider how funding is used to support:</p> <ul style="list-style-type: none"> • Effective identification of pupil needs, for example through diagnostic assessment • Successful implementation of approaches • Effective monitoring and evaluation of approaches 	

Spending Pupil Premium



Using pupil premium: guidance for school leaders

March 2022

- Diagnostic assessment encouraged;
- EEF signposted
- Focus on non-academic challenges:
 - attendance;
 - behaviour & exclusions;
 - access to technology;
 - high pupil-mobility.

Pupil Premium spending decisions

DIAGNOSTIC ASSESSMENT
Evidence insights

This concise resource is designed to help you understand what diagnostic assessments are, why they are used, and how to use them effectively.

What is diagnostic assessment?

Diagnostic assessments provide information about pupils' thinking, strengths, and weaknesses. This information is used to plan learning, and the information they produce requires judgement from teachers, as they might answer a question in a certain way.

When used effectively, diagnostic assessments provide information about areas for development, with individual pupils and year groups. Some methods are designed to identify the specific misconceptions pupils have.

Regardless of what form they take, diagnostic assessments should know why they are conducting an assessment, what they are designed to produce, and how they will be used in subsequent decision making.

For example, it would be inappropriate to use a diagnostic assessment to determine whether a pupil should receive a literacy or numeracy intervention. Instead, it is designed and recognised for this purpose, to provide a series of hinge questions to indicate whether a concept has been learnt through a lesson, or whether a teacher who is deciding whether to start a new topic near the start of a term as they think the pupils have a good understanding.

Putting diagnostic assessments to use

1. What assessment tasks will provide information about the prior knowledge and competencies we want our pupils to have?
2. Are we clear about the kind of information from our assessments that we are looking for, and are these choices that we are making?
3. How will we best sequence our assessments over the academic year?
4. When standardised assessments are used, are staff trained in how to interpret the outcomes of the assessment in order to plan the next steps in learning?
5. Are assessments used to diagnose issues at both an individual pupil level and at a cohort or class level?

1 Diagnostic Assessment – Evidence Insights

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2 Diagnostic Assessment – Evidence Insights

Spending plan should:

- Focus on the greatest challenges
- Set ambitious, realistic targets
- Allocate £, based on evidence, to what is most likely to delivery outcomes

Questions for Governors to ask:

- What are our greatest challenges in terms of disadvantaged pupil learning? (*check website for PP Strategy*)
- How do governors know that targets are realistic *and* ambitious.
- What evidence have we used to inform decisions?

Monitoring Impact

Approaches that you could implement	
High-quality teaching	Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils
	Professional development on evidence based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning
	Mentoring and coaching
	Recruitment and retention of teaching staff
	Technology and other resources focussed on supporting high quality teaching and learning

Spend PP on:

- new phonics scheme = £12,600
- cpd for staff = £700
- reading texts = £2000
- time for reading lead = £600
- Total = £15,900**

Monitoring Impact

Our chosen strategy is:

Reading fluency & Phonics

We monitor:

- improvements in Phonics Check outcomes;
- progress improvements in reading levels/SATs;
- impact of new Jolly Phonics scheme;
- feedback from staff as to using new scheme and new reading texts.

Monitoring Impact – secondary example

Approaches that you could implement	
High-quality teaching	Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils
	Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning
	Mentoring and coaching
	Recruitment and retention of teaching staff
	Technology and other resources focussed on supporting high quality teaching and learning

Spend PP on:

- Support for Quality First Teaching = £3,200
- cpd for staff = £2,900
- Personalised Learning Checklists = £3,500
- Diagnose, therapy, testing = £4,600
- Total = £14,200**

Monitoring Impact (secondary)

Our chosen strategy is:

Targeted catch-up via robust recovery curriculum

We monitor:

- How indiv. needs are met through varied, bespoke support;
Report from Pupil Premium Lead to
- How Personalised Learning Checklists inform class teaching and interventions;
Planning overview and Learning Walk
- How Diagnose, therapy, testing impacts learning.
Data analysis from PP Lead

Monitoring Impact (example 3)

Wider strategies	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance
	Extracurricular activities, including sports, outdoor activities, arts, culture and trips
	Extended school time, including summer schools
	Breakfast clubs and meal provision
	Communicating with and supporting parents

Theatre Trip	= £1400
Bookshop visit	= £1100
Drama Club	= £300
Homework Club	= £3000
Total	= £5,800

Monitoring Impact (example 3)

Extra-curricular & out of hours support.

We monitor:

- take up of theatre/bookshop trips and follow-up teaching activities;
- changes in attitudes towards books and reading;
- improved self confidence/self esteem from drama club;
- attitude to learning from focussed support at homework club.

Pupil Premium – annual review

Pupil Premium Strategy (School website) should include (for prior year):

- analysis of disadvantaged pupil performance over academic year;
- Comparison of progress v expectation? (internal data and SATs, Examinations)
- attendance rates for disadvantaged pupils
- behaviour improvements
- participation levels
- anecdotal evidence of attitudes, well being and other factors impacted by PP spend.

Any Questions?



References:

- DfE Pupil Premium Guidance
<https://www.gov.uk/government/publications/pupil-premium/pupil-premium>

Thank you

- Come back again soon
- Enjoy the rest of your day