

## **The Pupil Premium Grant (PPG)**

### **1. Introduction:**

- The coalition government introduced Pupil Premium funding in 2011. The purpose of this targeted investment is to close the performance gap between disadvantaged pupils and their peers. These gaps have proved to be persistent and slow at narrowing. In return for these significant levels of investment, schools and governors are held accountable for the impact of the expenditure and for reporting to parents. Impact is also monitored through RAISEonline performance tables, Ofsted inspections and Local Authority monitoring,
- The eligibility criteria for the PPG is as follows:
  - *any child who has been entitled to Free School Meals (FSM) at any point in the last six years ('Ever 6');*
  - *children looked after for more than 6 months continuously at any point in the child's history;*
  - *children who have been adopted;*
  - *any child whose parents are currently serving in the armed forces.*
- Nationally (2015), 26% of pupils are eligible for PPG in primary schools, and 28.7% in secondary schools. In Havering the overall figures are 22% in primaries and 26% in secondaries (LA maintained schools only; academies receive their funding directly from the DfE).
- There is much variation across schools in Havering – the lowest PPG eligibility in 2015-16 was 3.3% and the highest was 53%.

### **2. Funding:**

- Nationally, the government is spending £2.5 billion a year on the initiative.
- Local authorities receive an annual allocation of Pupil Premium Grant to pass on to LA maintained schools, early years providers and also for looked after children. Academies receive the grant directly from the Government.
- The main grant is allocated on the number of pupils on the school roll at the January census date who have been recorded as eligible for free school meals at any of the previous termly census over the last six years. This is referred to as EVER 6. There are also grants for pupils of families in the armed forces, pupils who have been adopted after leaving care and for looked after children.

- The rates for each category and indicative allocations for Havering for the financial year 2016-17 are as follows:

	Rate £	No.	Grant allocation £
Primary:	1,320	4,068	5,369,760
Secondary:	935	702	656,370
Service children:	300	18	5,400
Children adopted from care:	1,900	100	190,000
Looked after children	1,900	203	<u>385,700</u>
Early Years	302	107	<u>32,475</u>
<b>Total</b>			<b>6,639,705</b>

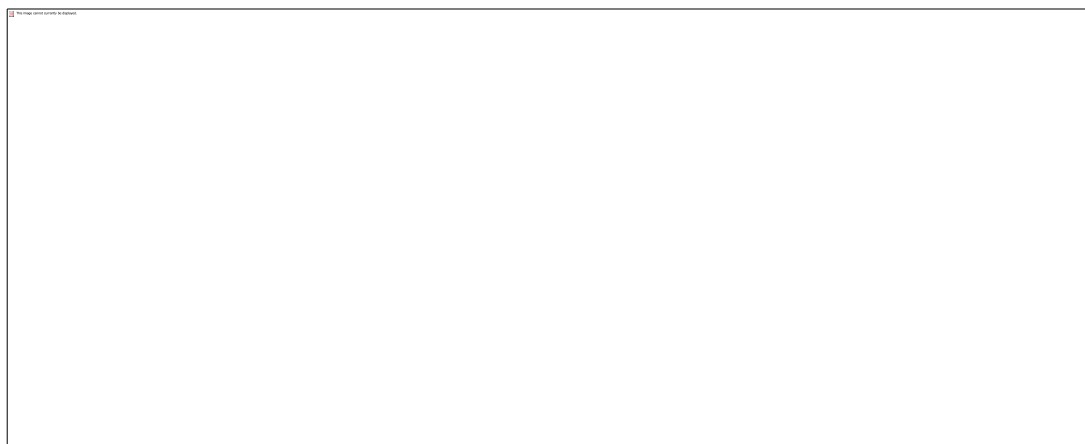
- It is for schools to decide how the pupil premium allocated to their school is spent. Schools are held accountable for their use of the additional funding to support pupils from low-income families and the impact this has on educational attainment.
- Since September 2012, schools have had to publish online details of their pupil premium allocation, their plans to spend it in the current year and the impact of their actions.

### 3. Performance:

- School performance tables now include a 'Narrowing the Gap' measure showing how disadvantaged children perform in each school.
- Ofsted focus very carefully on the way in which schools identify and target pupils, spend the money and most specifically, the impact of the actions taken.
- It is useful, when looking at performance gaps, to compare Havering's performance against other benchmarks:
  - National
  - London Local Authorities
  - Statistical Neighbours (*Bexley, Medway, Essex, Bury, Kent, Lancashire, Swindon, Thurrock, Dudley, Nottinghamshire*)
- Analysing performance gaps can be a complex operation. Consideration should be given to, for example:
  - attainment;
  - progress;
  - other year groups' performance;
  - improvements for both disadvantaged and non-disadvantaged;
  - which thresholds to focus on;
  - non-academic achievements and enhancements.

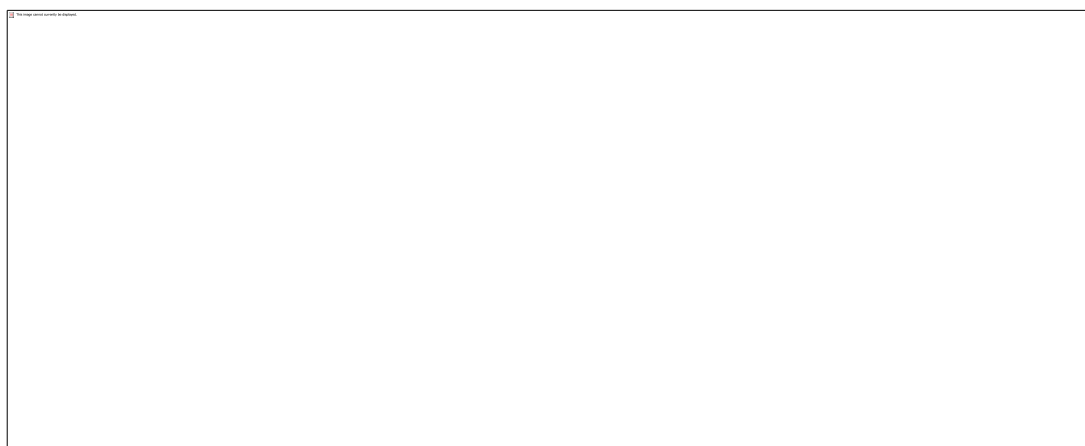
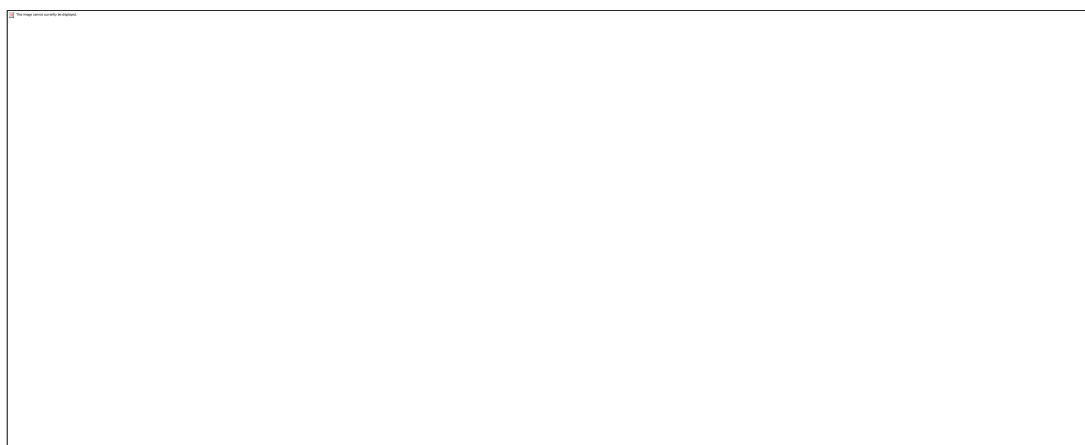
### **Early Years Foundation Stage (EYFS):**

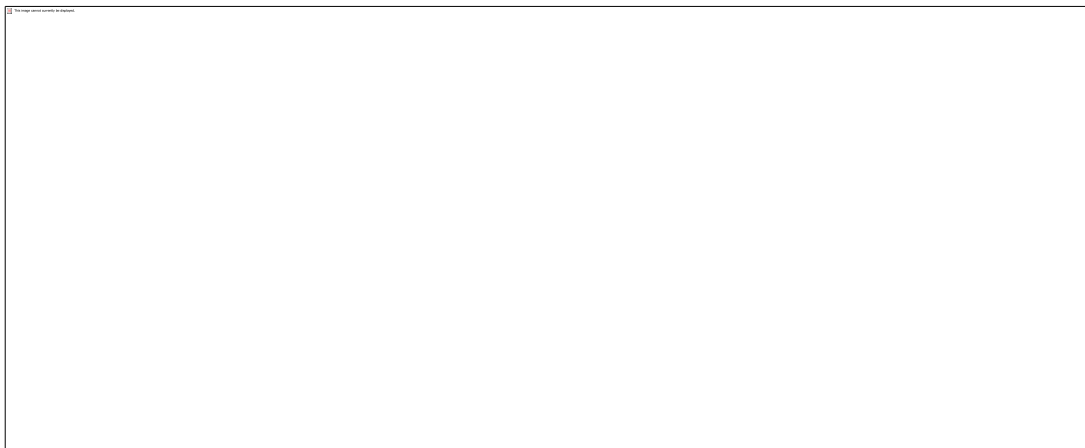
*(Please see Appendix for explanation of tables)*

An empty table with a thin black border, intended for data related to the Early Years Foundation Stage (EYFS).

- The gap between FSM children and Non-FSM children achieving a 'Good Level of Development' narrowed again in 2015 and is now in line with the national average.
- The gap is narrowing more quickly in Havering than is seen nationally.
- The Havering gap is, however, still wider than is generally seen across London and when compared with our statistical neighbours.

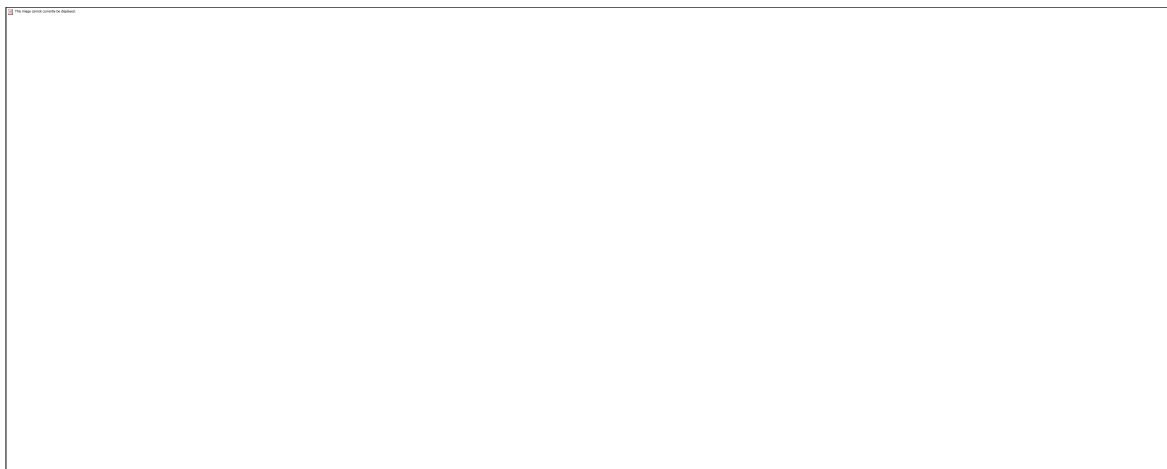
### **Key Stage 1 (KS1):**

An empty table with a thin black border, intended for data related to Key Stage 1 (KS1).A second empty table with a thin black border, intended for data related to Key Stage 1 (KS1).



- Overall at Key Stage 1, Havering pupils consistently perform significantly above the national average.
- The 'gaps', however, are not narrowing quickly enough; they are very slightly larger than the national gap in all 3 subjects areas, even though they are in line with our statistical neighbours.
- The trajectory of improvement since 2013 has been inconsistent.

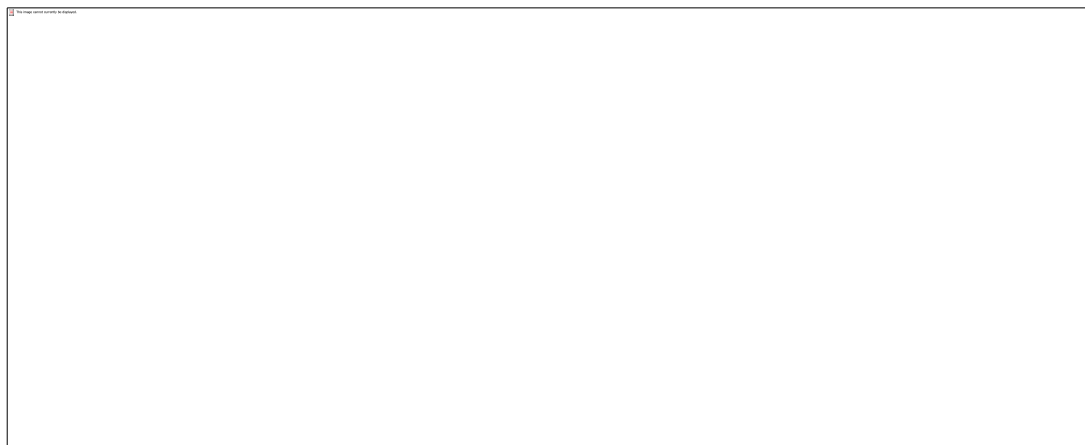
### **Key Stage 2 (KS2):**



- Attainment at Key Stage 2 has improved in Havering for both FSM and Non-FSM pupils; however due to focused work, the FSM pupils' attainment has improved at a faster rate, thereby reducing the gap from -20% in 2013 to -13% in 2015. This gap is in line with the national average and our statistical neighbours.
- Although the Havering gap was 13% in 2015, there is great local variation. For example, there were 9 schools where disadvantaged pupils actually performed better than their non-disadvantaged peers. The smallest gap at KS2 was -7% (where disadvantaged pupils did better than their peers); the largest gap was 34% (where the non-disadvantaged out-performed the disadvantaged).
- The gap is now 2% narrower than the national average and 4% narrower than that of the statistical neighbour average.

- The narrower gap in London boroughs, where groups have long been a focus, may hold the key to improving our performance compared with London boroughs.
- Havering has improved in terms of attainment for all the characteristics: FSM, Non-FSM, PP and Non-PP - and still narrowed the gap meaning that disadvantaged pupils are making accelerated progress through successful planning and focus.

### **Key Stage 4 (KS4):**



- At Key Stage 4, the gap between disadvantaged and non-disadvantaged students is narrower than both the national average and our statistical neighbours, though the gap remains wider than is usually found in London.
- Overall, the KS4 gap at this measure has actually widened very slightly since 2013 – as indeed it has nationally. This clearly remains a priority in Havering.
- Although the Havering gap was 25% in 2015, as with KS2, there is great local variation. The smallest gap at KS4 was 0% (where disadvantaged pupils did as well their peers); the largest gap was 35% (where the non-disadvantaged outperformed the disadvantaged).

## **4. Local Authority Support for ‘Narrowing the Gap’:**

Please note that many areas for ‘support’ are available only on a voluntary traded arrangement at the discretion of the schools themselves.

- Individual schools / settings are identified by the QA Team as determined by their gap performance.
- Quality Assurance visits to all schools (including academies) will, amongst other things, explore the use of PPG, actions, outcomes and impact.
- Training events on effective use of PPG for school leaders, governors, teachers, including sharing of effective practice – QA and traded service.
- Website support on request – traded service.
- Councillor Challenge Sessions (themes including Pupil Premium practice, as well as other focus areas).
- Pupil Premium ‘Health Checks’ or full Pupil Premium Reviews in schools, on a traded basis, including reviewing the following areas:

<p><b>Raiseonline:</b> What does Raise show about the nature of the gap between the performance of those children in receipt of PP and their peers in the school?</p>
<p><b>School Website:</b> Is PP information easily accessible and up to date? Does it show the amount of PP funding given to the school? Is the type and amount of spending fully accounted for? Is there a link to support FSM registration? Is a school coordinator or link governor identified?</p>
<p><b>School Policy:</b> Does the school have a clearly articulated policy on its use and evaluation of PP funding? Does the school have a designated coordinator for PP? How does it encourage eligible parents to register for free school meals?</p>
<p><b>Meetings with PP Leaders:</b> What research has been carried out into what does (and doesn't) work? How is PP spending decided? Who is involved in the decision making? What is the focus of current spending? If it involves staffing, which staff? How are they selected? What training are they given? How is the impact of PP spending evaluated? How often? What does the data tell you about the impact of PP expenditure over the past two years? What steps does the school take to encourage all eligible families to register for FSM? Do you have any current LAC? Have they all got up to date PEPs with discrete PP spend identified, with expected and actual impact clearly described (is this in partnership with the carer and social worker and can it extend to spend outside school?) Do you have any children adopted from care or who have special guardianship orders? And do you have the permission of the parent/guardian to record them as such? Are all of the above clearly marked on your SIMS system?</p>
<p><b>Governor Accountability:</b> Is there a link governor for PP? Can the school provide any evidence (eg minutes) of governor involvement in the expenditure or evaluation of PP funding?</p>
<p><b>Meeting with Governor(s):</b> How does the governing body discharge its statutory responsibility for PP expenditure? Is there a link governor? If so, how do they carry out their role? Can they provide an example of when PP has been brought to the attention of the full governing body? In general terms, how is the school's current PP budget being spent? Why these areas? How successful has it been? How is it evaluated?</p>
<p><b>School Budget:</b> Does the budget clearly identify PP funding, and is this funding separate from the rest of the budget? Is LAC funding identified?</p>
<p><b>School Data systems:</b> Are PP pupils clearly identified on the school's tracking sheets? Can the school provide evidence of the analysis of the performance of PP children arising from the data? Scrutinise the data to assess its active use to identify PP pupils and where interventions may be necessary.</p>

## 5. What Constitutes Effective Practice?

- A 2013 Ofsted report on the effective use of the Pupil Premium identified the following features of both effective and less effective measures taken by schools in their use of the PPG.
- Where schools spent the Pupil Premium funding **successfully** to improve achievement, they shared many of the following characteristics. They:
  - carefully ringfenced the funding so that they always spent it on the target group of pupils
  - never confused eligibility for the Pupil Premium with low ability, and focused on supporting their disadvantaged pupils to achieve the highest levels
  - thoroughly analysed which pupils were underachieving, particularly in English and mathematics, and why
  - drew on research evidence (such as the Sutton Trust Toolkit 4) and evidence from their own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement
  - understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good
  - allocated their best teachers to teach intervention groups to improve maths and English, or employed new teachers who had a good track record in raising attainment in those subjects
  - used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked
  - made sure that support staff, particularly teaching assistants, were highly trained and understood their role in helping pupils to achieve
  - systematically focused on giving pupils clear, useful feedback about their work, and ways that they could improve it
  - ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils
  - ensured that class and subject teachers knew which pupils were eligible for the Pupil Premium so that they could take responsibility for accelerating their progress
  - had a clear policy on spending Pupil Premium, agreed by governors, publicised on website
  - provided well-targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning
  - had a clear and robust performance management system for all staff, and included discussions about pupils eligible for the Pupil Premium in performance management meetings
  - thoroughly involved governors in the decision making and evaluation process
  - were able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for pupils.

- Where schools were **less successful** in spending the funding, they tended to have at least some of the following characteristics. They:
  - had a lack of clarity about the intended impact of the spending
  - spent the funding indiscriminately on teaching assistants, with little impact
  - did not monitor the quality and impact of interventions well enough, even where other monitoring was effective
  - did not have a good performance management system for teaching assistants and other support staff
  - did not have a clear audit trail for where the funding had been spent
  - focused on pupils attaining the nationally expected level at the end of the key stage (Level 4, five A\* to C grades at GCSE) but did not go beyond these expectations, so some more able eligible pupils underachieved
  - planned their Pupil Premium spending in isolation to their other planning, for example, it was not part of the school development plan
  - compared their performance to local rather than national data, which suppressed expectations if they were in a low-performing local authority
  - compared the performance of their pupils who were eligible for free school meals with other eligible pupils nationally, rather than all pupils, again lowering expectations
  - did not focus their pastoral work on the desired outcomes for pupils and did not have any evidence to show themselves whether the work had or had not been effective
  - did not have governors involved in making decisions about the Pupil Premium, or challenging the way in which it was allocated.

## 6. Acknowledgements:

Report Author:       Grahame Smith  
School Improvement Manager

Date:                   April 2016

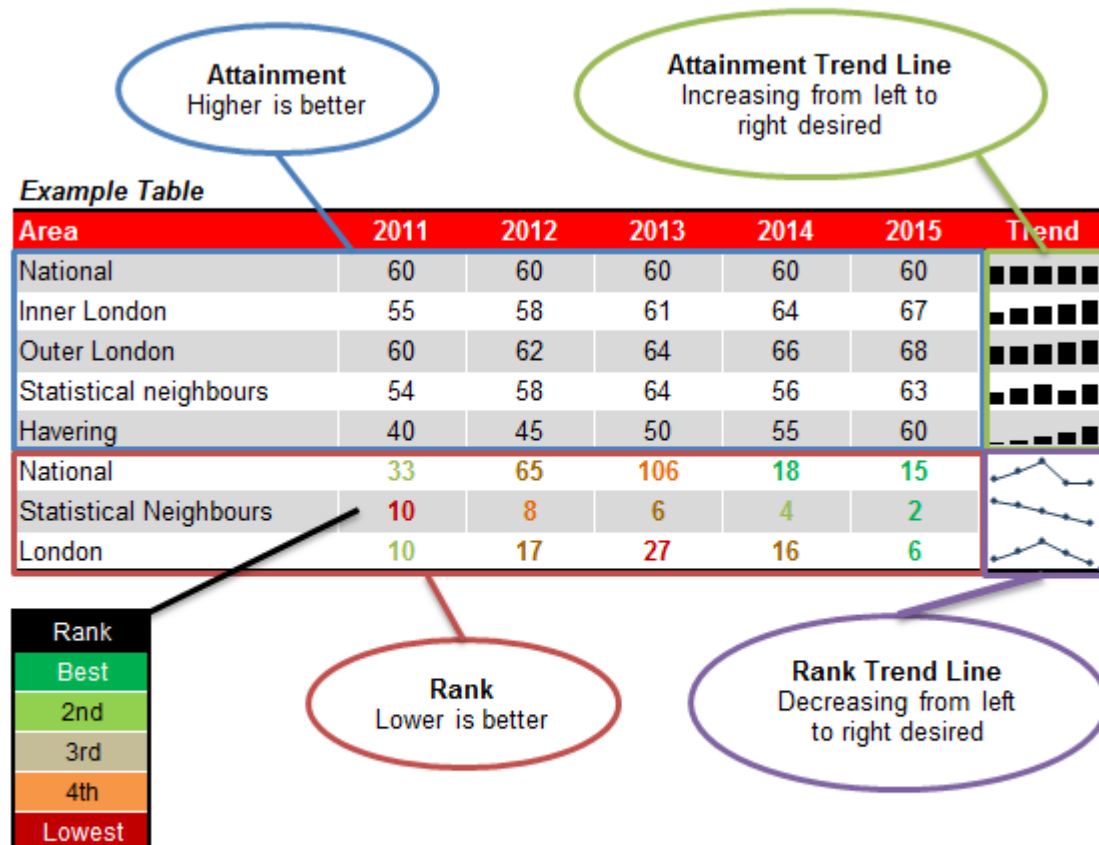
### Sources:

- *Department for Education: Performance Statistics (2015)*
- *Ofsted Report: The Effective use of the Pupil Premium (2013)*
- *Department for Education: Pupil Premium 2015 to 2016: Conditions of Grant (April 2016)*
- *Department for Education: The Pupil Premium: How schools are spending the funding successfully to maximise achievement (Feb 2013)*
- *Sutton Trust and Education Endowment Foundation: The Pupil Premium – Next Steps (July 2015)*
- *Hsis Pupil Premium Review Template (2015)*



## APPENDIX

### Explanation of Tables:



Rank has been divided into quintiles representing a fifth of all Local Authorities in the group (National 152, Statistical Neighbours 11, London 33). The rank number colour indicates the quintile as per the key above

National average - state-funded schools (including Academies and CTCs)