

# Maximising the impact of our Pupil Premium



***After prior attainment, poverty is the strongest predictor of a child's future life-chances***

# School Accountability

Is the balance right in our school?

***The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.***

***For pupils generally, and specifically for disadvantaged pupils, disabled pupils and those who have special educational needs, progress is above average across nearly all subject areas.***

***The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally.***

***No groups of pupils are disadvantaged by low attendance.***

# Closing Attainment Gaps

- What factors can affect the progress of PP students?
- How can each of us within our roles tackle deprivation?
- How are each of us supporting the drive to close the attainment gaps with PP and SEN students?

What strategies are helping most to raise attainment of PP-eligible students?

## Evidence from Ofsted: successful approaches

- PP funding is ring-fenced to spend on target groups
- Maintained high expectations of target group
- Thoroughly analysed which students were under-achieving & why
- Used evidence to allocate funding to big-impact strategies
- High quality teaching, not interventions to compensate for poor teaching
- Used achievement data to check interventions effectiveness and made adjustments where necessary
- Highly effective support staff that are aware of their role in closing gaps
- Teachers know which students are eligible for PP
- Able to demonstrate impact

## Evidence from Ofsted: less successful approaches

- Lack of clarity about intended impact of PP spending
- Funding spent on teaching assistants or others, with little impact
- Funding spent on pastoral systems/structures, with little impact
- Poor monitoring of impact
- Poor performance management system for staff associate with PP
- No clear audit trail of where PP money was spent
- Focus on L4 or C grade thresholds, so more-able underachieved
- PP spending not part of the school improvement plan
- Pastoral structure/work not focused on desired outcomes for PP students

# Best practice – Tudor Grange

## Teachers

- Plan and deliver lessons that meet the needs/interests of all students in the class
- Mark work and give meaningful feedback with follow-up
- Know who's vulnerable in the class, spend time with them
- Track regularly and frequently
- Remove barriers
- Talk to parents
- Endorse high expectations – no excuses

## Middle leaders

- Track progress of FSM/CLA as discrete groups and hold members of departments to account
- Ensure that teaching is improving achievement for all students
- Encourage imaginative ways of ensuring that interventions can happen
- Hold the line on the no excuses philosophy

# Tracking Progress

Provision  
Map

Formative &  
Summative  
Assessment

Attitude to  
Learning

Attendance  
/ exclusion  
/ behaviour  
data

Enrichment  
& Extra  
curricular

Intervention  
programmes  
e.g. Literacy

Parental  
engagement

Case  
studies

# Achievement for All

Four key elements:

- **Leadership** – keeps a sharp focus on access, aspiration and achievement
- **Teaching and Learning** – promotes quality teaching and learning
- **Parental engagement** – structured conversations with parents
- **Wider outcomes** – attendance, behaviour, extra curricular activities