

Education, disadvantage and the Pupil Premium

- The complex nature of educational disadvantage
- Dilemmas created by the Pupil Premium
- The government response

A 5 year old child lives in each one of these houses. Which child do you think is likely to be most disadvantaged at school?

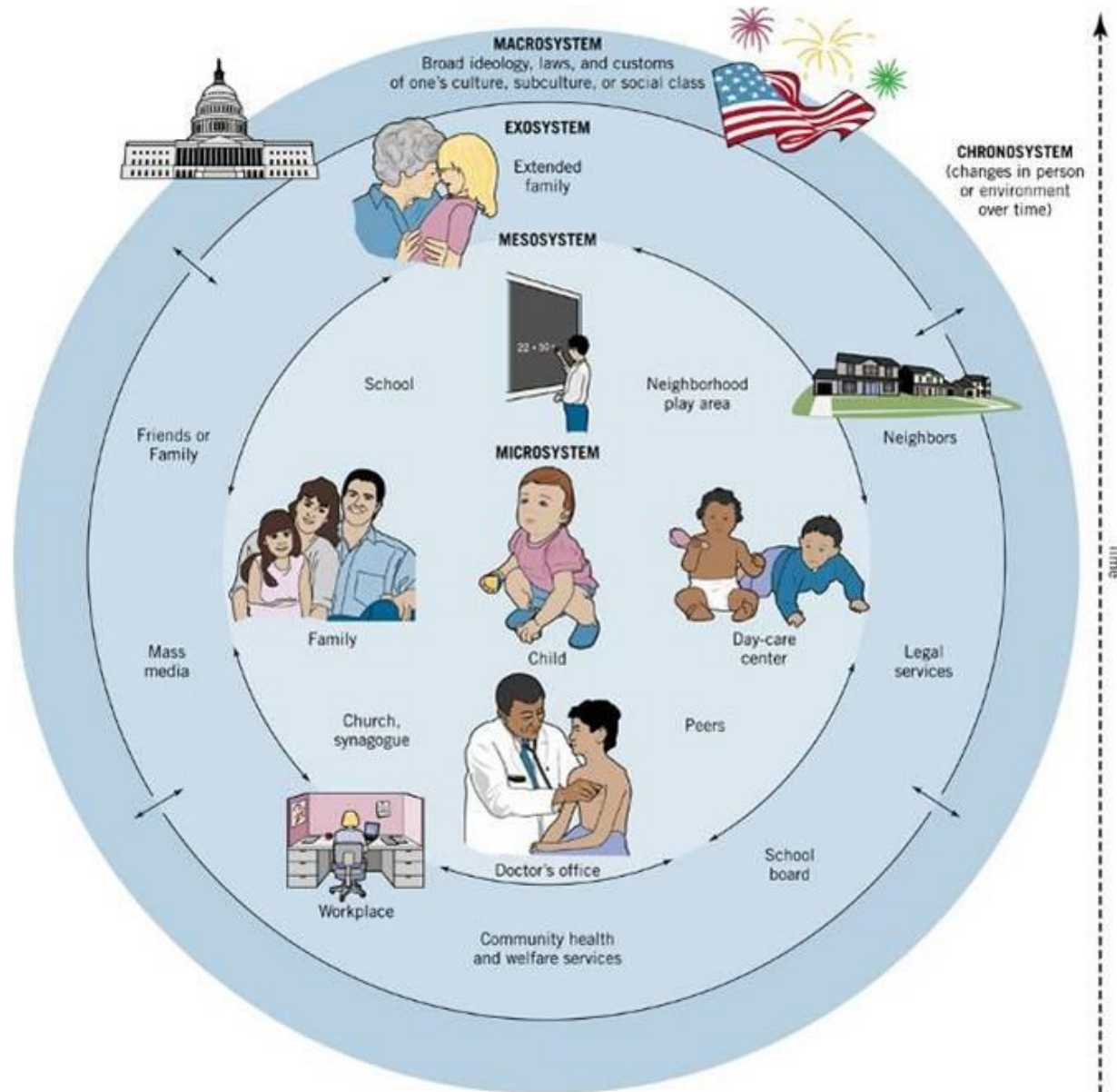


House A

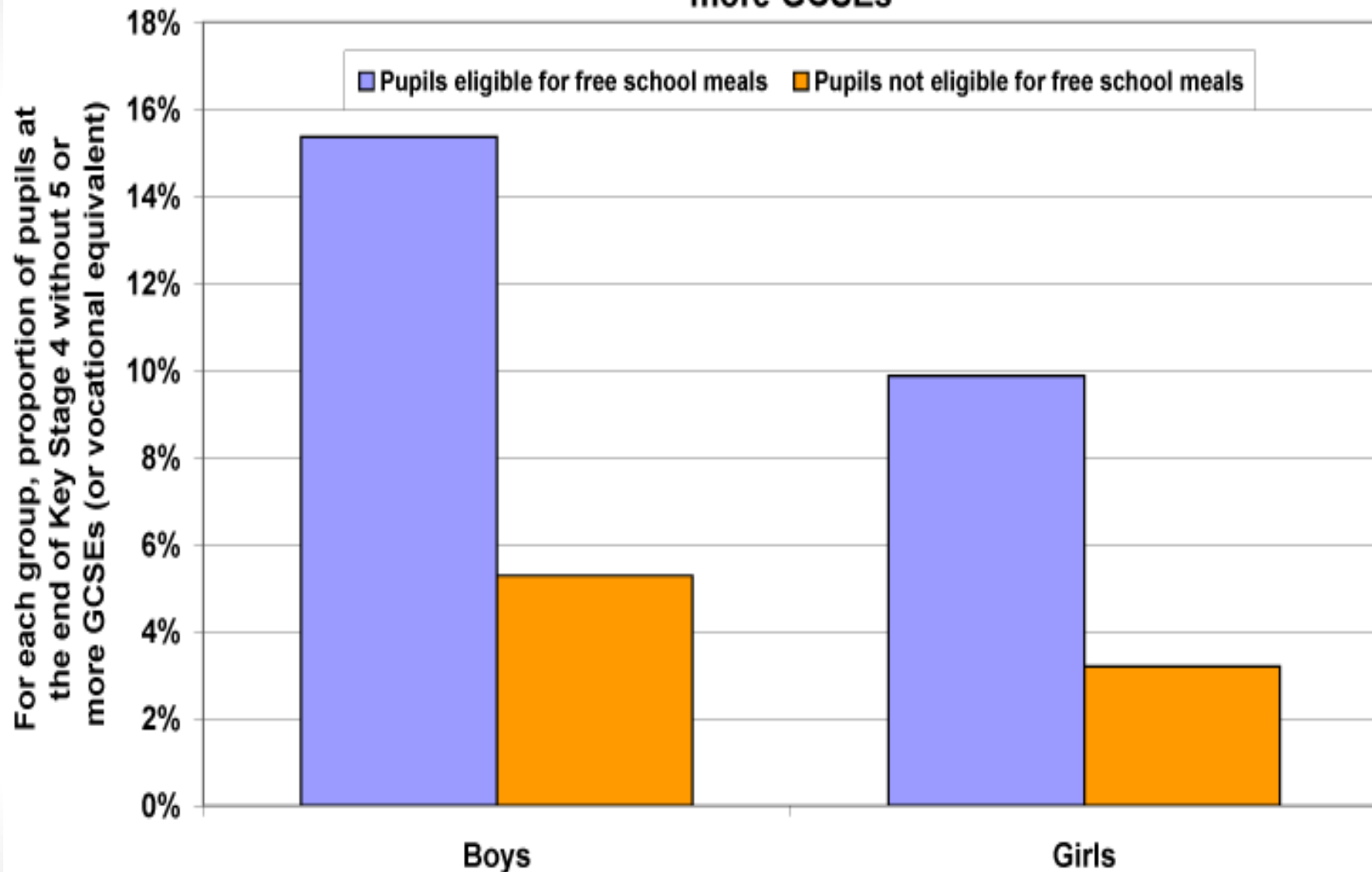


House B

Understanding disadvantage



15% of all boys eligible for free school meals do not obtain 5 or more GCSEs



Source: National Pupil Database, DfE; the data is for 2009/10; England; updated Feb 2011

The Pupil Premium

- “Additional funding” for “disadvantaged pupils” - FSM, LAC, Ever6
- “to raise the attainment of disadvantaged pupils and close the gap between them and their peers.”
- “School leaders should decide”
- Accountability through:
 - Performance tables
 - Ofsted
 - Reports on how PP has been spent and the impact on pupil achievement
- £488 per pupil in 2011-12; £623 in 2012-13; £1300 (primary), £935 (secondary) in 2014-15
- Coincides with move to a national funding formula

The evaluation

National survey of schools

Case studies of 34 schools

Analysis of budgets
of a sample of schools



Evaluation of Pupil Premium

Research Report

July 2013

Hannah Carpenter, Ivy Papps, Jo Bragg, Alan Dyson, Diane Harris & Kirstin Kerr, Liz Todd & Karen Laing

TNS BMRB, TECIS, Centre for Equity in Education, University of Manchester & Newcastle University

Dilemma 1: Who is disadvantaged?

1. Problems at home
 2. Significant low achievement
 3. Diagnosable difficulty – e.g. autism, dyslexia, ADHD
 4. Limited experiences
 5. New arrivals (with EAL)
 6. Borderline attainment
- Children eligible for PP: FSM, Ever6, LAC.
 - Who is PP hiding?

Dilemma 2: What might we spend PP on? (rationales)

- Inclusion
- Targeted intervention
- Solving every day problems
- Maintaining/extending existing provision
- Staffing and training
- Short term fixes
- Context makes a difference....

Dilemma 3: How might we prove it makes a difference?

Intervention = improved attainment

School holds breakfast club

Targeted children come to breakfast club

They have improved attendance

They build better relationships with adults/pupils

They are more ready to learn

They have better behaviour

Parents are more supportive of school / engaged with school

...and....

.....and.....

.....and.....

Dilemma 4: how might we account for PP spending?

- Work out which PP children take part in which activities – allocate proportion of PP
- Put all the PP funding in the school pot – focus reporting on activities where attainment can be easily measured
- Just spend it on FSM children
- What to tell parents?

In summary....

- Schools have complex understandings of disadvantage
- Schools have a wide range of provision to address disadvantage – academically and socially
- PP is not new money – and schools spend more on addressing disadvantage than their PP income
- Schools use their funding to benefit more than just PP pupils
- Schools have complex data and monitoring systems using qualitative and quantitative data
- Schools are trying to balance competing external concerns with school-based realities

The DfE press release...

Pupil premium evaluation paves way for new raft of measures so schools help disadvantaged pupils

Ofsted is to place a greater emphasis on schools' performance on disadvantaged pupils, outstanding heads will support schools with their use of the pupil premium, and John Dunford will be the new Pupil Premium Champion. Independent research published by the Department for Education shows 4 out of 5 secondary schools and more than two-thirds of primary schools introduced or enhanced support for disadvantaged pupils as a direct result of the pupil premium.

Schools Minister David Laws today set out a package of measures to help schools further narrow the unacceptable gap in attainment between disadvantaged pupils and their peers.

The measures include:

- increasing schools' accountability on disadvantaged pupils' attainment
- detailing the support available to schools as part of the pupil premium review
- the appointment of John Dunford as the National Pupil Premium Champion

Pupil premium evaluation

The independent [evaluation of the pupil premium](#) was carried out for the department by social researchers TNS-BMRB and the universities of Manchester and Newcastle. In a survey of 1,240 schools, they found that:

- 80% of secondary schools and 67% of primary schools have introduced new support and/or enhanced their existing support for disadvantaged pupils as a direct result of the pupil premium
- 75% of schools thought using additional staff to support disadvantaged pupils was very effective
- Two thirds of schools thought they would not be able to do as much for their disadvantaged pupils without the pupil premium
- 70% of schools already use evidence from other schools and 45% use academic research to help them make decisions on how to spend their pupil premium funding

However, the research shows that some schools are prioritising interventions that evidence suggests are not consistently cost-effective or good value, such as the recruitment of additional staff. Some are also not using or aware of robust evidence of what works.

What works?

Education Endowment Foundation (EEF) & Sutton Trust Toolkit

• <http://educationendowmentfoundation.org.uk/toolkit/toolkit-a-z/>

- 34 categories of intervention
- Cost
- Strength of the evidence base (RCT as gold standard)
- Impact on attainment
- According to EEF tool kit - uniform – no impact
- TAs – “students in a class with a teaching assistant present do not, on average, outperform those in one where only a teacher is present”

The Communication Trust 'What Works' database

- It is important to keep in mind that no intervention will work in isolation, and none should be considered a "fix-all" for all children... To get the most from any intervention, it must be considered in the context of the school or setting, while putting some key principles into action:
- school leaders take a strategic approach to make sure interventions are embedded
- partnership with parents and children
- early identification systems
- children's needs are accurately identified
- systematic workforce development.

<http://www.thecommunicationtrust.org.uk/>

It's not as simple as 'what works'....

- Not everything can be solved by an intervention
- What works for whom, when, where, under what circumstances?
- Fidelity

Take home messages...

- Disadvantage is complex
- Complex responses are needed
- Schools have to manage complex dilemmas
- It is not as easy as 'what works'