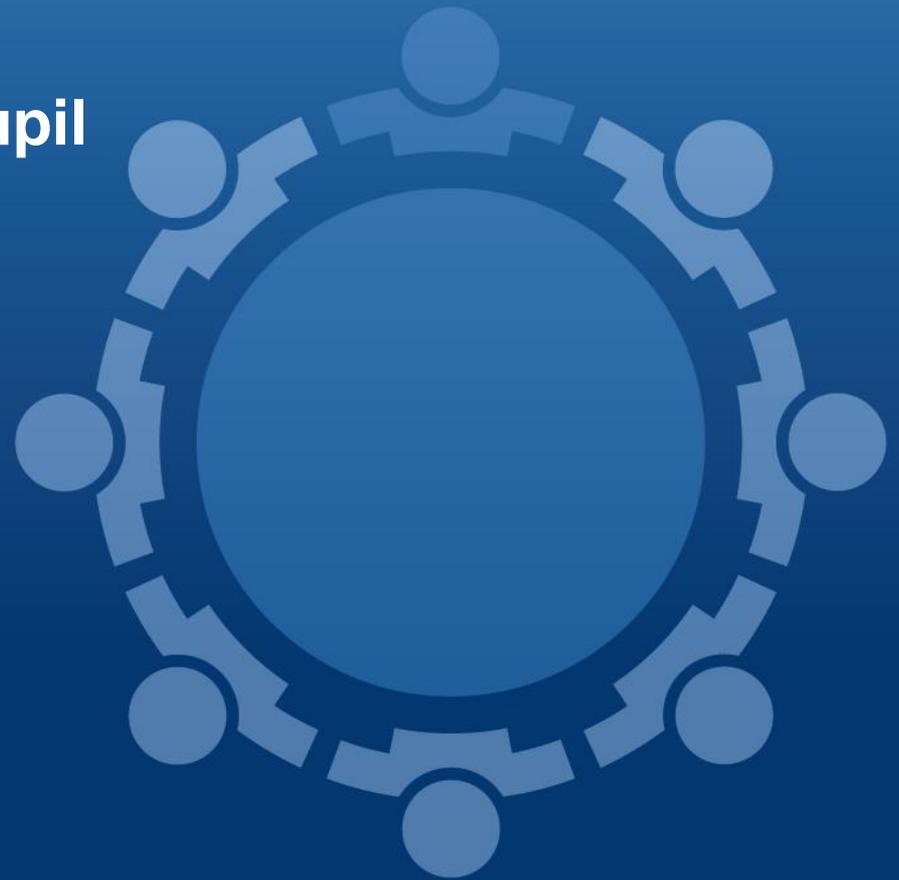# Governing boards and the pupil premium

April 2016

Emma Knights

Chief Executive

National Governors' Association

The pupil premium

- Aims:
    - to close the attainment 'gap' between the highest and lowest achieving
    - to increase social mobility
    - to enable more pupils from disadvantaged backgrounds to get to the top Universities
    - to provide additional resource to schools to do this

- The funding has increased since it was first introduced in 2011:
    - £600 in 2012-13 for disadvantaged[1] pupils
    - £900 in 2013-14
    - £1300/£935 (primary/secondary) in 2014-15
    - £1320/£935 (primary/secondary) in 2015-16

- Schools have also received £1900 for all looked-after children, adopted children and care leavers since 2014-15.

[1] any child registered for fsm in the last six years and all looked after children, smaller premium for children of Service families

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Why is the pupil premium important?

"Our data shows it doesn't matter if you go to a school in Britain, Finland or Japan, students from a privileged background tend to do well everywhere. What really distinguishes education systems is their capacity to deploy resources where they can make the most difference. Your effect as a teacher is a lot bigger for a student who doesn't have a privileged background than for a student who has lots of educational resources."

Andreas Schleicher – OECD

Closing the gap – key stage 2

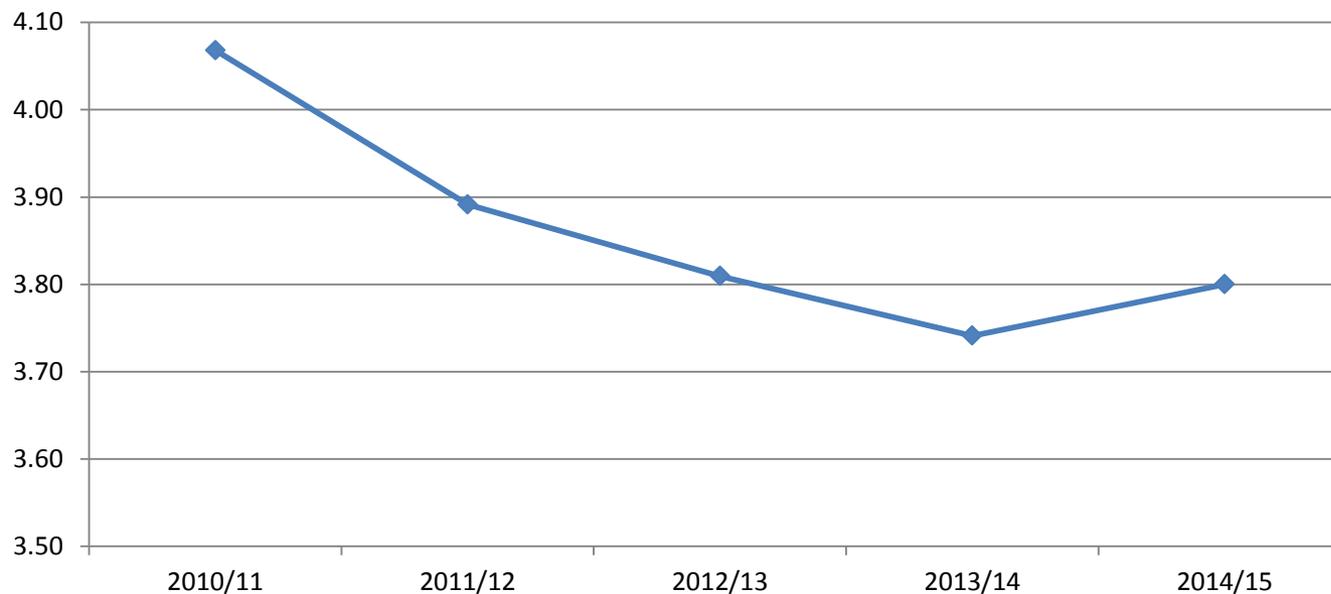**National disadvantaged pupils' attainment gap index**
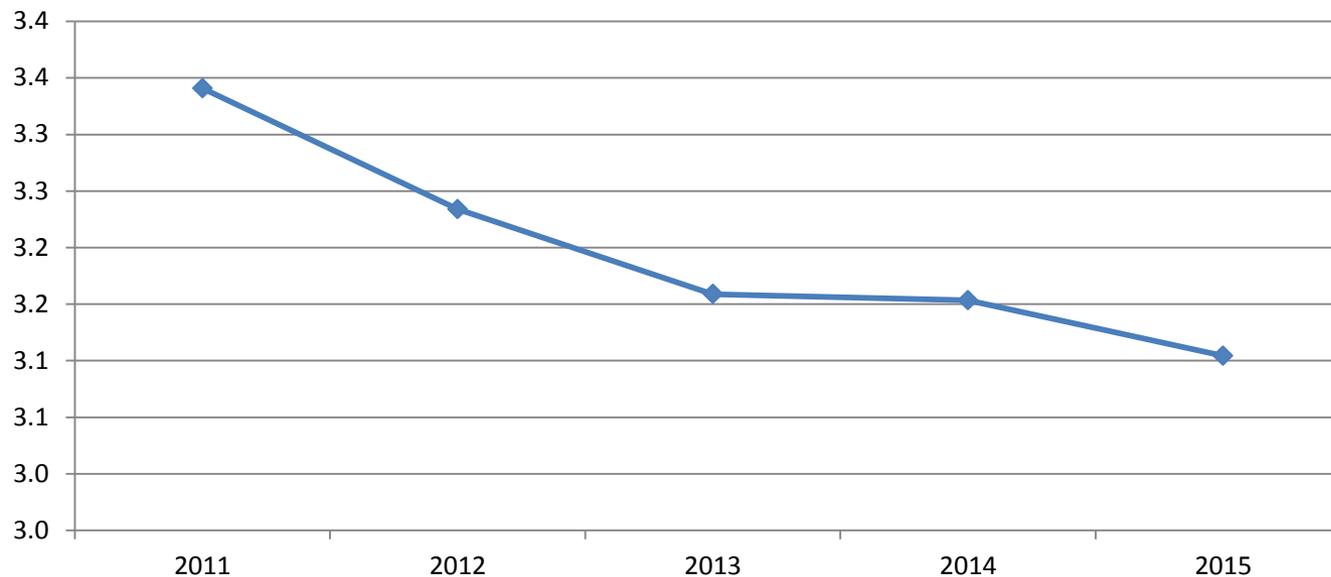
	2011	2012	2013	2014	2015
Gap index	3.3	3.2	3.2	3.2	3.1

Source: National curriculum assessments: key stage 2, 2015 (revised)

Closing the gap – key stage 4

**National disadvantaged pupils' attainment gap index**

	2010/11	2011/12	2012/13	2013/14	2014/15
Gap index	4.07	3.89	3.81	3.74	3.80

Source: Revised GCSE and equivalent results in England: 2014 to 2015

What is the governing board's role?

- It is the governing board's responsibility to ensure that the pupil premium is targeted at the right pupils.

- They must also ensure that the pupil premium funding is having an impact on eligible pupils' attainment.

- Governing boards are held accountable for how they spend the pupil premium:
  - Ofsted, pupil premium reviews
  - School perfomance tables

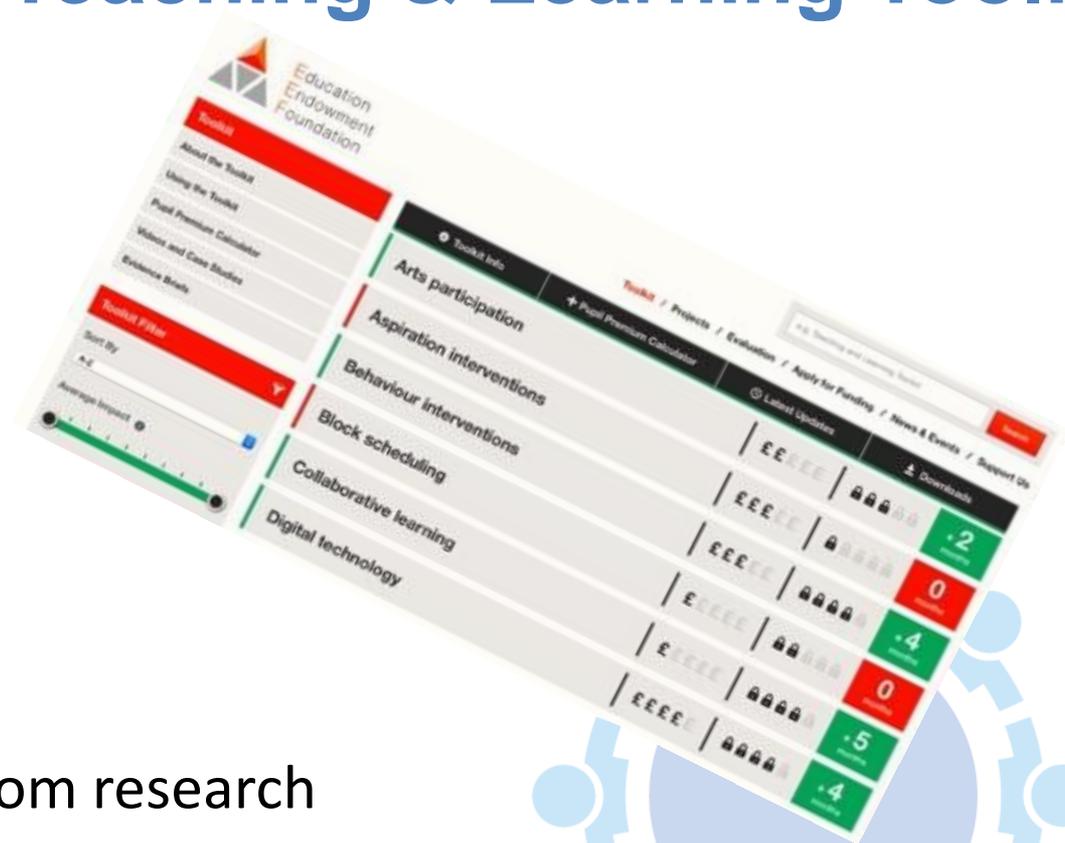- Governing boards must ensure information about pupil premium spending is published on the school website
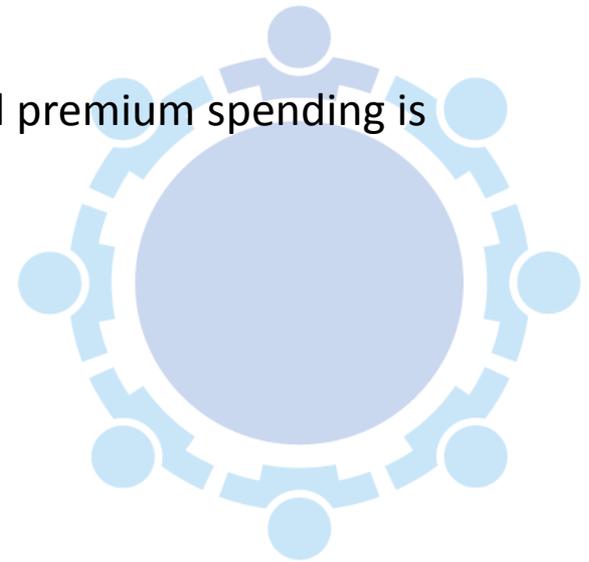
Discussion

How do you decide what to spend the pupil premium on in your school?
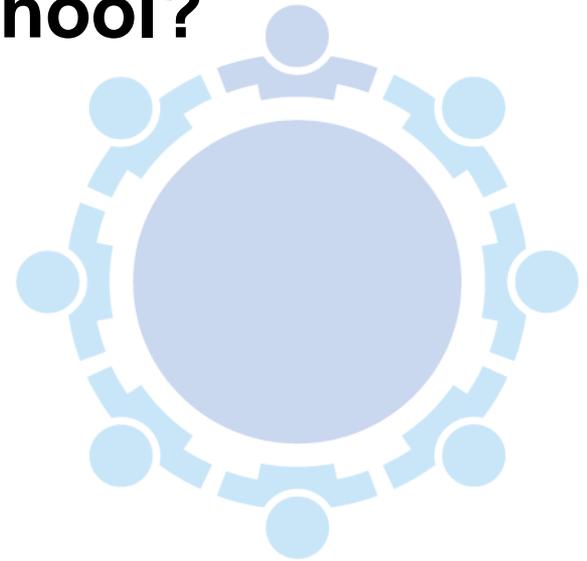
Sutton Trust/EEF Teaching & Learning Toolkit

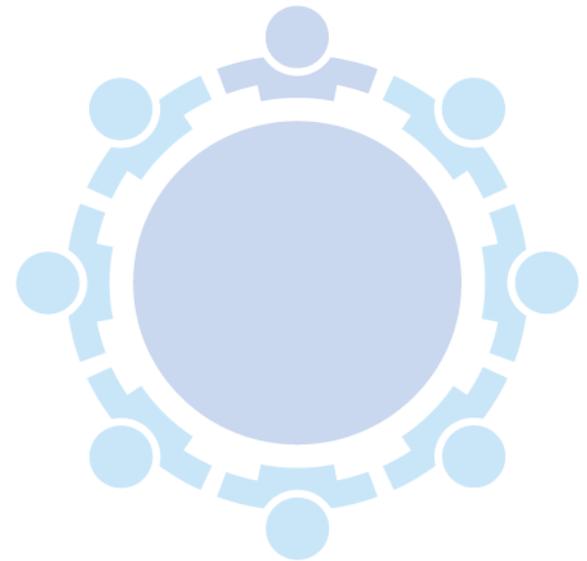- Best 'buys' on average from research
- Key messages for spending the Pupil Premium
- Currently used by over half of schools in England

http://educationendowmentfoundation.org.uk/toolkit

Exercise

Rank these interventions in order of value for money:

- Feedback
- Parental involvement
- Setting or streaming
- Performance related pay
- Peer tutoring
- Small group tuition

Is this what you expected?

Feedback

Peer tutoring
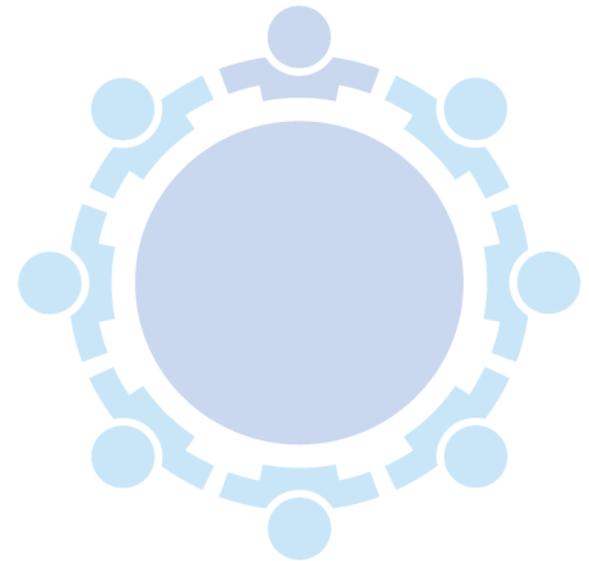
Small group tuition

Parental involvement

Performance related pay

Setting or streaming

Most effective

Least effective

Best 'buys'…

	Latest Updates	Downloads	
Feedback	£ £ £ £ £	🔒🔒🔒🔒🔒	**+8** months
Meta-cognition and self-regulation	£ £ £ £ £	🔒🔒🔒🔒🔒	**+8** months
Peer tutoring	£ £ £ £ £	🔒🔒🔒🔒🔒	**+6** months
Early years intervention	£ £ £ £ £	🔒🔒🔒🔒🔒	**+6** months
One to one tuition	£ £ £ £ £	🔒🔒🔒🔒🔒	**+5** months
Homework (Secondary)	£ £ £ £ £	🔒🔒🔒🔒🔒	**+5** months
Collaborative learning	£ £ £ £ £	🔒🔒🔒🔒🔒	**+5** months
Oral language interventions	£ £ £ £ £	🔒🔒🔒🔒🔒	**+5** months
Mastery learning	£ £ £ £ £	🔒🔒🔒🔒🔒	**+5** months
Reading comprehension strategies	£ £ £ £ £	🔒🔒🔒🔒🔒	**+5** months
Phonics	£ £ £ £ £	🔒🔒🔒🔒🔒	**+4** months

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Good 'buys'

Small group tuition	£ £ £ £ £	🔒🔒🔒🔒🔒	+4 months
Behaviour interventions	£ £ £ £ £	🔒🔒🔒🔒🔒	+4 months
Digital technology	£ £ £ £ £	🔒🔒🔒🔒🔒	+4 months
Social and emotional learning	£ £ £ £ £	🔒🔒🔒🔒🔒	+4 months
Parental involvement	£ £ £ £ £	🔒🔒🔒🔒🔒	+3 months
Reducing class size	£ £ £ £ £	🔒🔒🔒🔒🔒	+3 months
Outdoor adventure learning	£ £ £ £ £	🔒🔒🔒🔒🔒	+3 months
Summer schools	£ £ £ £ £	🔒🔒🔒🔒🔒	+2 months

	Cost	Evidence	Impact
Sports participation	£££££	🔒🔒🔒🔒🔒	+2 months
Arts participation	£££££	🔒🔒🔒🔒🔒	+2 months
Extending school time	£££££	🔒🔒🔒🔒🔒	+2 months
Individualised instruction	£££££	🔒🔒🔒🔒🔒	+2 months
Learning styles	£££££	🔒🔒🔒🔒🔒	+2 months
Mentoring	£££££	🔒🔒🔒🔒🔒	+1 month
Teaching assistants	£££££	🔒🔒🔒🔒🔒	+1 month
Homework (Primary)	£££££	🔒🔒🔒🔒🔒	+1 month

Long odds...

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Worst 'bets'... (on average)

	Cost	Evidence	Impact
Performance pay	£££££	🔒🔓🔓🔓🔓	**0** months
Aspiration interventions	£££££	🔒🔓🔓🔓🔓	**0** months
Block scheduling	£££££	🔒🔒🔓🔓🔓	**0** months
School uniform	£££££	🔒🔓🔓🔓🔓	**0** months
Physical environment	£££££	🔒🔓🔓🔓🔓	**0** months
Setting or streaming	£££££	🔒🔒🔒🔓🔓	**-1** month
Repeating a year	£££££	🔒🔒🔒🔒🔓	**-4** months

Key messages

- Some things that are popular or widely thought to be effective are challenging to make work well <u>in terms of tested attainment</u>

    Ability grouping (setting); After-school clubs/ Extended school time; Performance pay

- Some things look more 'promising'

    Effective feedback; Meta-cognition and self regulation strategies; Early years intervention; Peer tutoring; Small group/intensive tuition; Parental involvement and engagement
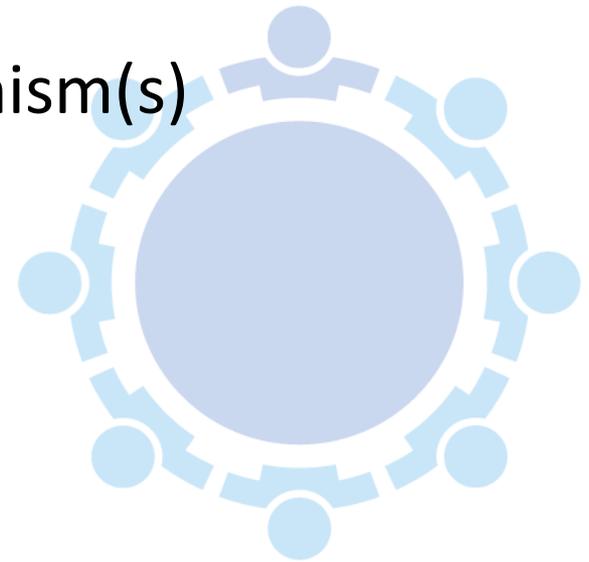
BUT…

- Based on meta-analysis – averages of averages
- Conversion to 'months progress' is a rough estimate
- Intervention research is compared with 'normal' practice which is varied
- Not 'what works' but what *has* worked – 'good bets' to support professional enquiry

Using the Toolkit

Needs:

- Effective diagnosis
    - Needs to be a solution to a real problem
- Engineering approach
    - Tinkering to fit the context
- Understanding of *causal* mechanism(s)

Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice

Supporting the Attainment of Disadvantaged Pupils: Articulating Success and Good Practice

DfE commissioned NFER in November 2014 to investigate differences between schools in the performance of pupils from disadvantaged backgrounds to identify:

1. Whether there are any common features of schools that have narrowed the gap successfully.

2. Whether there are any possible groups/clusters of schools that have narrowed the gap, and why this is the case.

3. What are schools that have narrowed the gap doing compared to other schools? What leads to them doing well? What lessons can be learnt from them?
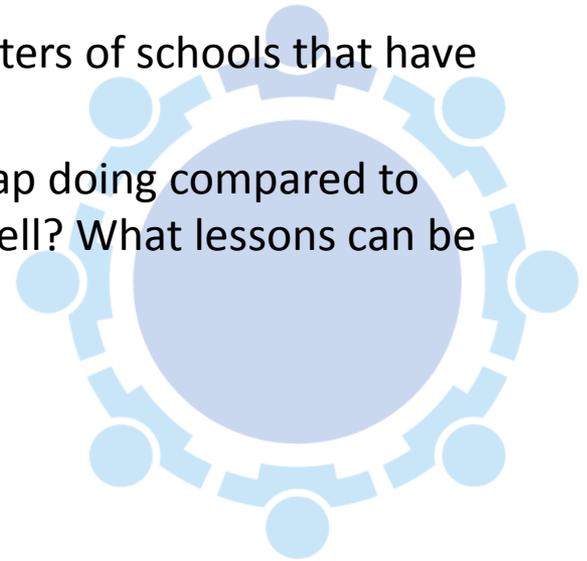
What schools are doing

- Have used a large number of strategies in order to raise the attainment of disadvantaged pupils since 2011 (average 18 per school)

- Most popular strategies focused on teaching and learning, especially:
  - Paired or small group additional teaching
  - Improving feedback
  - One-to-one tuition

- Sources of support
  - 93% got support from governors
  - 54% Local Authorities
  - 19% Teaching School Alliances
 - 10% from Academy sponsors
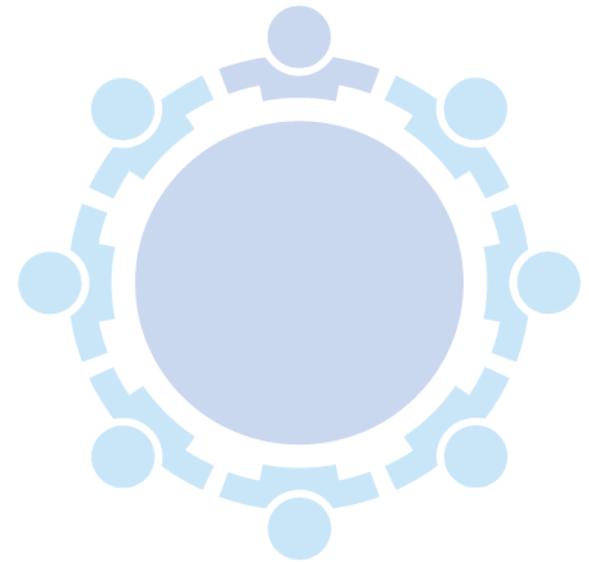
Differences

- More successful schools more likely to be using metacognitive /independent learning & peer learning strategies

- Less successful primary schools more likely to be targeting attendance, behaviour or pupil engagement, or improved the classroom/school environment

- Key question for interventions: undertaken by experienced staff known to pupils or by additional staff?
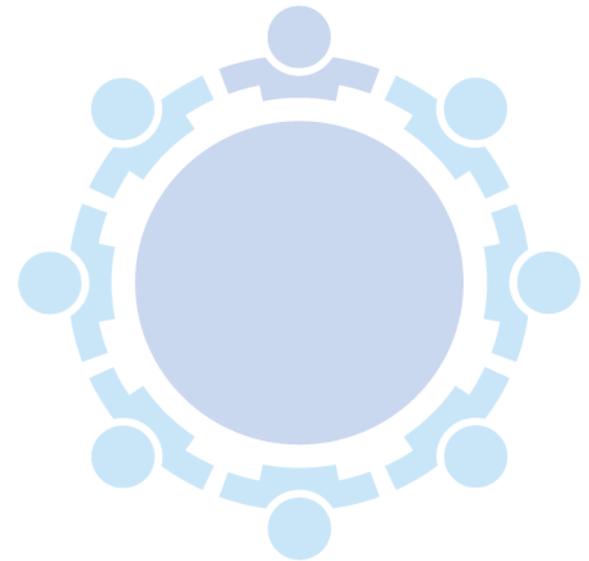
For disadvantaged learners…

- One 'intervention' won't be enough
    - Identify areas of greatest need
    - Clear focus on improving learning, not (just) behaviour/attitudes
    - Mid and high attaining learners can be disadvantaged too!

- Effects will need to be cumulative
    - What will build learning capacity and capability?
    - Need to track and evaluate – our best guesses are not always good enough

Most importantly, need to ensure interventions have the expected…
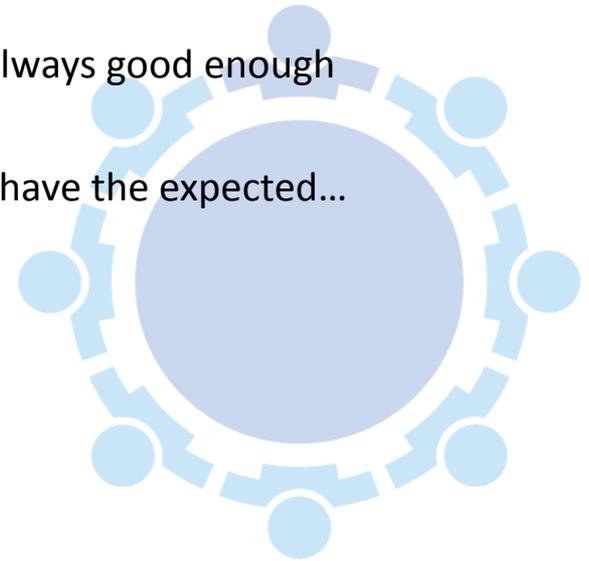
IMPACT

Discussion

How does your governing board monitor and measure the impact of pupil premium spending?
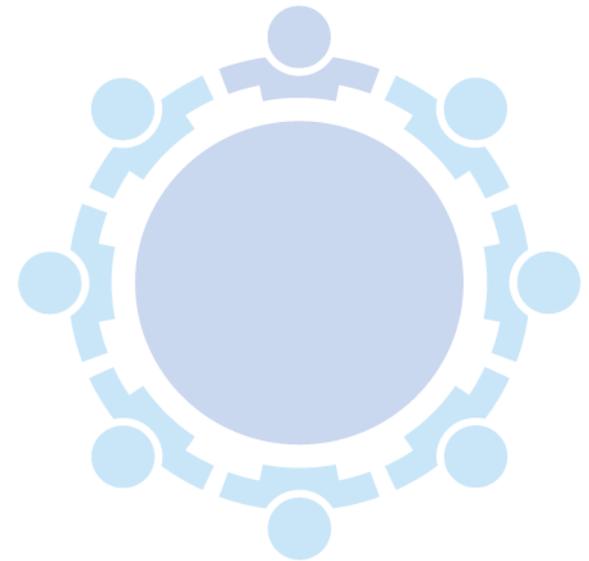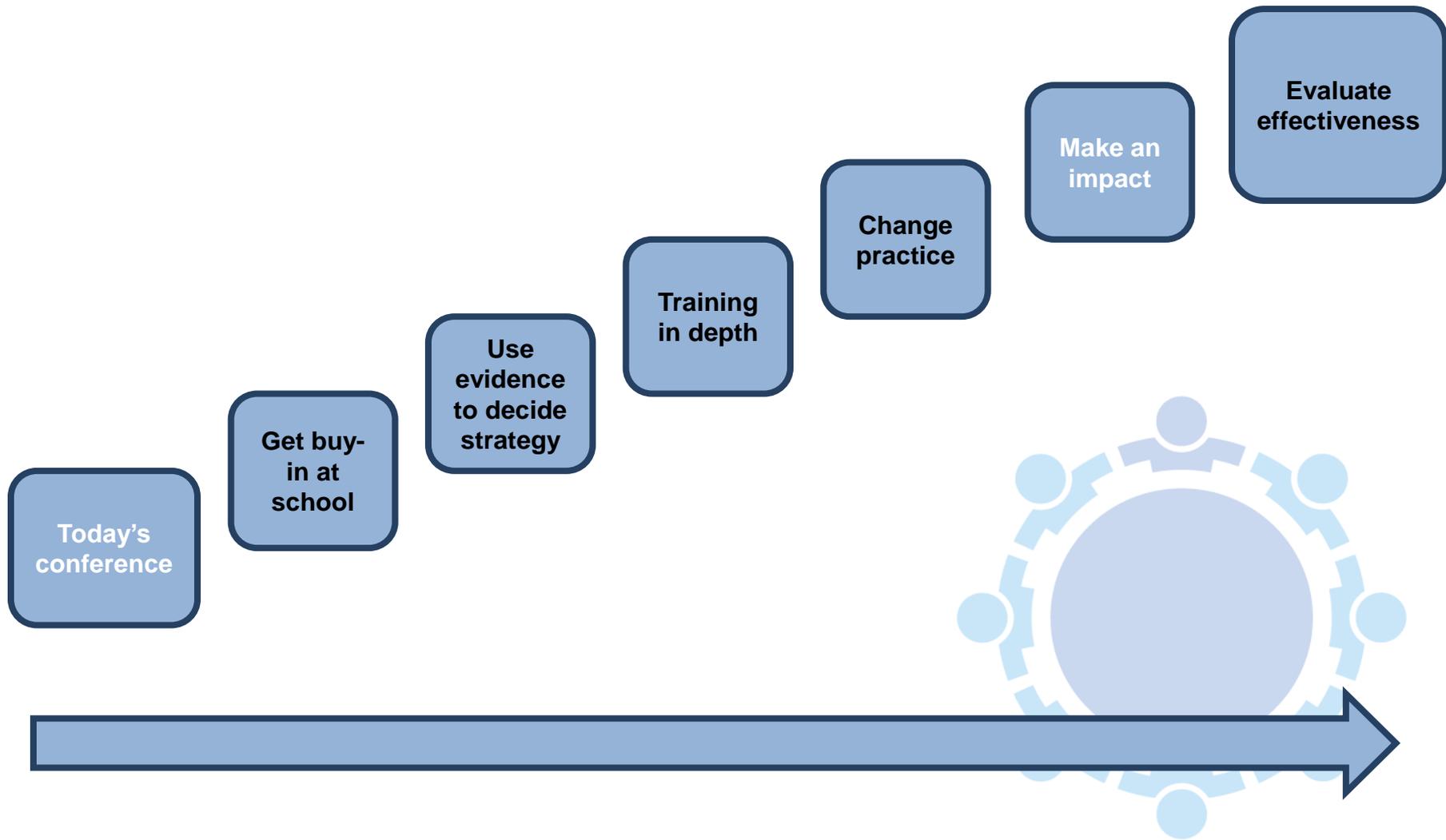
Measuring impact

- GB should receive regular reports – once a term?
- DIY Evaluation Guide by EEF and Durham University – for school staff.
- Look at internal progress and attainment data for PP children
- How to capture the "soft" data? [1]
  - "Portfolios" compiled over the year, including feedback from children, parents, teachers and external agencies
  - Case studies demonstrating impact of complementary interventions
- External data
  - FFT Governor Dashboard
  - Raiseonline
  - Performance tables
- Some interventions will take longer than others
- BUT…if something isn't working, do something else
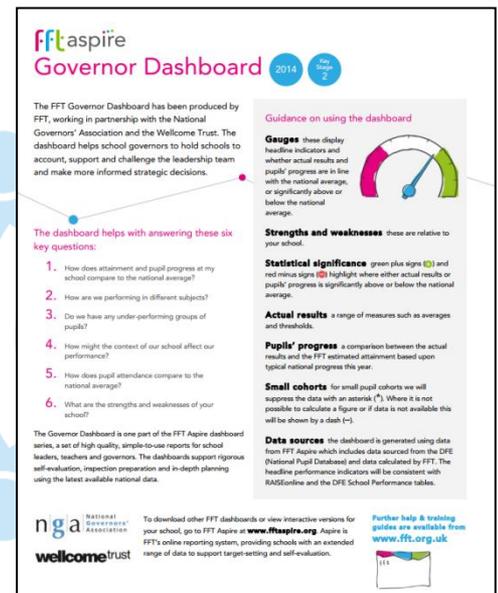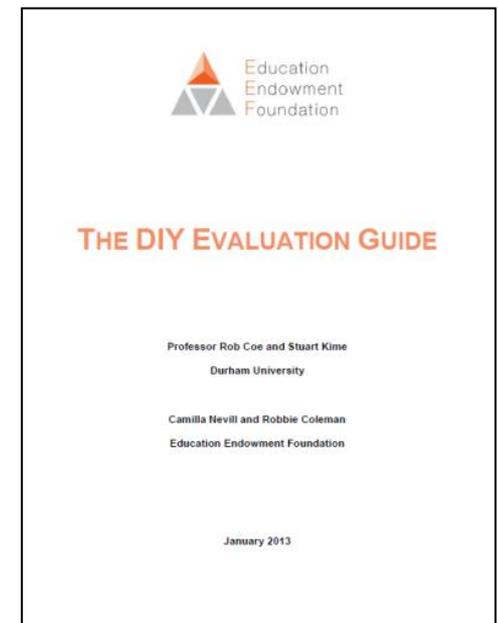
1) Kevin Gallagher, "Evidencing Pupil Premium Impact", Creative Psychology in Action (July, 2013), [stable url: http://tinyurl.com/oattyej]

Next steps…

Today's conference

Get buy-in at school

Use evidence to decide strategy

Training in depth

Change practice

Make an impact

Evaluate effectiveness

GOLD governing board membership

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