



Pupil Premium Guidance 2025

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Introduction from DDAT

Our Vision for Derby Diocesan Academy Trust is to nurture and empower everyone to reach their fullest potential, supporting each other on this journey. Inspired by the teachings of Jesus Christ, we cultivate a vibrant learning community where children and young people flourish academically, emotionally, and spiritually. Our mission and vision flow from the Church of England's vision for education, which emphasises the development of wisdom, knowledge, and skills; hope and aspiration; community and living well together; and dignity and respect. Together, as a community rooted in Christian faith and education, we embrace the abundant possibilities of "Life in all its fullness".

Our Values

Inclusivity: Jesus showed that no one was excluded from the love of God. In John's gospel he said: "I give you a new commandment, that you love one another. Just as I have loved you, you also should love one another." (John 13:34-35) We offer life-giving love to every child and family, reflecting our belief in social justice and the importance of community. We focus on relationships and participation, fostering qualities that enable people to flourish together. Our actions embody our commitment to recognising the value and uniqueness of individuals, celebrating difference.

Integrity: Truth is not simply about knowledge and facts. Jesus said that when we follow his teachings, "you will know the truth, and the truth will set you free." John 8:32 We are honest and trustworthy which we see as essential for personal growth and trust in our community. We behave ethically to support decision making and to ensure a sustainable future for all, remaining grounded in the Christian understanding of truth and righteousness.

Community: Jesus encouraged his followers to work together, with all our differences. "Two are better than one, because they have good reward for their toil. For if they fall, one will lift up the other; but woe to one who is alone and falls and does not have another to help." Ecclesiastes 4:9-10 We build community, working together for the common good. Collaboration and mutual support are key to achieving our shared goals and enhancing our collective well-being. Our teamwork emphasises the qualities of character necessary for living well together.

Excellence: "Whatever your task, put yourselves into it, as done for the Lord and not for your masters." Colossians 3:23 Whatever our strengths and weaknesses, we reach for the highest standards in all our endeavours. Jesus teaches his followers to be who God intends them to be and gives us hope that we can carry on when it is hard. We encourage all children and adults to pursue their best. Inspired by the Christian pursuit of excellence in all things, we delight in seeking wisdom and knowledge, developing confidence and talents in all areas of life. We champion the faithful commitment to do little things well.

Courage: "Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go." Joshua 1:19 Jesus travelled to

Jerusalem, knowing that he would lay down his life for his friends. We are courageous and tenacious, grounded in the example of Jesus' life to have faith and hope in the face of adversity. This determination includes enabling healing, repair, and renewal, and coping wisely when things go wrong.

Dr Sarah Clark
DDAT CEO

Why this is so important: The National Context

Pupil Premium is extra government funding in England for schools to improve educational outcomes for disadvantaged pupils. It is allocated on the number of children eligible for free school meals or those from low income families, children who have been in care, or adopted. Schools decide how to spend the funding on targeted support, professional development and wider strategies to help these children overcome barriers to learning and achieve their potential.

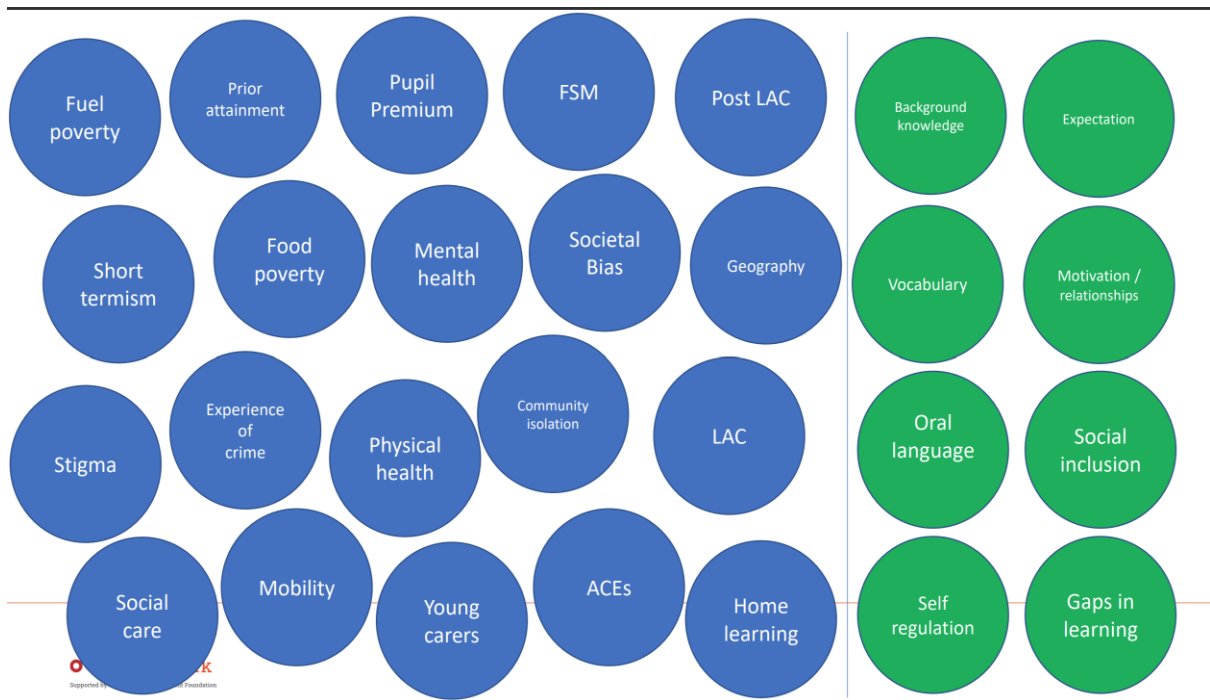
Why is this so important and how the funding is designed?

- Pupil Premium funding must be used to improve outcomes for disadvantaged pupils and close attainment gaps.
- Providers' decisions must be informed by DfE guidance and must comply with tracking and record keeping requirements.
- Funding is designed to close the attainment gap for those from low income families.
- Early years (aged 5) Disadvantaged pupils are on average 4.6 months behind their peers at the end of Reception.
- By the end of Year 6 this increases to 10.3 months- this is the widest gap since the funding began in 2011.
- Sat the end of KS4 the gap has widened to 19.2 months in 2023- again, the largest gap recorded since 2011.

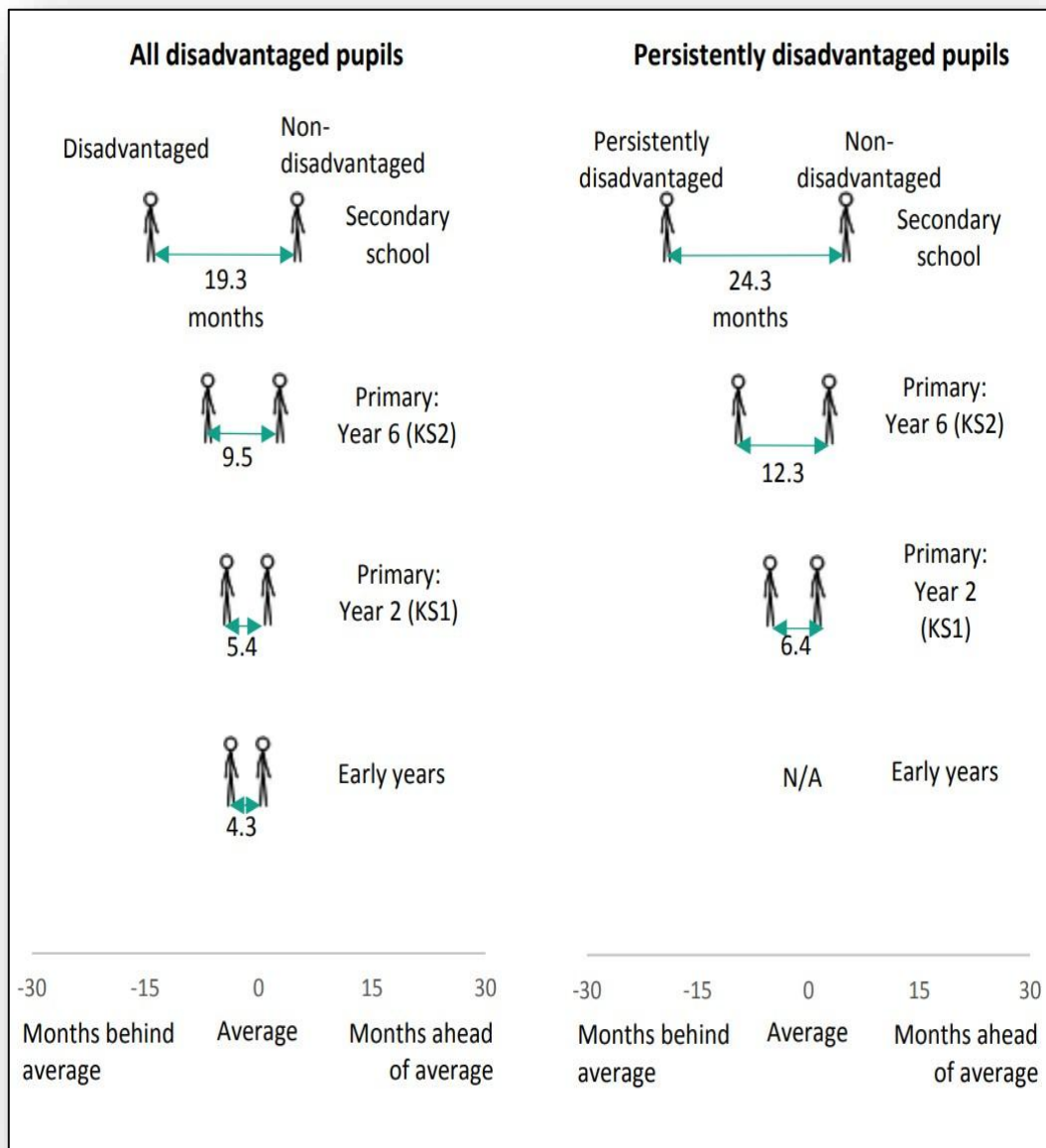
The life chances of a child born into poverty

- 2.2 million pupils are currently eligible under the 'ever 6' Free School Meals (FSM) measure- around a quarter of all school pupils.
- An average of around 92 pupils per school
- Schools in the highest decile of Ever 6 FSM representation have an average of around 440 eligible pupils while those in the lowest decile average just 55.
- Eligibility primarily driven by deprivation which is reflected in geography

‘Not all disadvantaged pupils are equal’ The green circles are areas education can focus on.



This following infographic shows the average progress scores of non-disadvantaged, disadvantaged and **persistently disadvantaged pupils** – this is the attainment of these pupils in comparison to pupils with similar prior attainment.



Schools should be aware of making assumptions about disadvantaged pupils and aim to meet individual needs. PP pupils should be highlighted in pupil progress meetings, data tracking and intervention impact.

Labels, symptoms, underlying causes

Symptoms	Potential causes	Assumptions / actions to be wary of
Limited progress in individual subjects / across the board	- Physical and mental health issues - Background knowledge - Oral language - Language comprehension - Opportunity beyond school (enrichment, homework, building social capital) - Lack of affordability - Lack of belonging / confidence / inclusion - Inconsistent teaching and learning - Recruitment and retention issues (teachers and support staff) - Mobility - Social challenges beyond school - Housing issues - Family education levels - Motivation and confidence - Over intervention - Social isolation - Geographical issues	- Disadvantaged pupils / families don't value education - Disadvantaged pupils have poor behaviour - Disadvantaged pupils are only interested / motivated in particular subjects - Disadvantaged pupils / families have low aspirations - That poverty is static - That pupils / families are in some way to be blamed for being poor - Lowering expectations / support based on parental behaviours - Blanket approaches: 'PP first' - A lack of engagement with education is due to poverty - Generalising - Unintentionally isolating
Low end of key stage attainment		
Poor / inconsistent attendance		
Non attendance at clubs, enrichment		
Limited participation in student leadership		
Non completion of homework		

Source: Marc Rowlands

What is pupil premium funding?

Three types of pupil premium funding,
allocated according to household income

Early Years Pupil Premium (EYPP)	Pupil Premium (PP)	Pupil Premium Plus (PP+)
Additional funding for early years providers in England to improve outcomes for disadvantaged 3- and 4-year-olds and help close gaps in early learning/development.	Additional funding for publicly funded schools in England to improve outcomes for disadvantaged school-aged pupils and close attainment gaps.	Additional funding provided to support the education of looked-after and previously looked-after children of school age . Helps improve their outcomes and address the impact of early life experiences.

Key Differences from School-Age Pupil Premium

Area	EYPP	School-Age PP
Funding level	~£570/year	£1,480 (primary), £1,050 (secondary)
Evidence requirement	Strongly encouraged	Mandatory (must align to DfE's menu)
Strategy statement	Not required	Required annually
Accountability	Through local authority and Ofsted (contextual)	Published strategies, ESFA scrutiny, Ofsted
Menu of approaches	Not required, but EEF guidance recommended	Mandatory from 2022
Focus	Early development: language, social/emotional	Attainment, literacy, numeracy

How pupil Premium PLUS is designed:

- PPPlus is allocated according to whether a child is or has been looked after (LAC)
- LAC are typically 2-2.5 years behind their peers by GCSE
- Previously LAC (PLAC) are just over 2 years behind by GCSE
- As of 2024, there were 84K looked after children in England, all of whom were eligible for PP+

How Pupil Premium Plus is allocated:

- LAC funding is managed by Virtual School Heads

- This funding must be linked to the child's Personal Education Plan (PEP) and used to meet identified needs
- PLAC funding is managed by the school or setting. Spending must align with the menu of approaches and address the child's needs
- Children of armed forces personnel are also eligible for support

Providers receive funding based on the type of pupil premium.

Pupil Premium – FSM Ever 6

£1,515 (primary)

£1,075 (secondary)

Pupil Premium Plus – Looked-after children (LAC) and previously looked-after children (PLAC) (Pupil Premium Plus)

£2,630

Service Pupil Premium – Children of armed forces personnel: £350

DDAT expectations for our schools

Consistent with our vision of '***Offering our children and young people life in all its fullness***', Derby Diocesan Academy Trust (DDAT) aims to maximise the impact of pupil premium funding, while ensuring that we adhere to the government guidance: 'Pupil Premium: funding and accountability for schools' .

Therefore, DDAT require:

- All school staff to recognise they have a responsibility to close the disadvantage gap.
- All our schools to have a senior leader that takes responsibility for the strategic use of the pupil premium funding, evaluation, and the reporting to accountable bodies.
- Leaders to produce a 3-year strategy for the use of the pupil premium funding. This must:
 - adhere to the guiding principles within this document (see next section) o have a clear rationale for the school's spending of the Pupil Premium funding
 - include a section that identifies the school's Intent to Spend the pupil premium
 - have carefully targeted activities that enable good learning and readiness to demonstrate how their spending decisions are informed by research evidence, making reference to a range of sources including the Education Endowment Foundation's (EEF) toolkit to clearly evaluate the school's action on an annual basis

- Each of our academies to publish information in their Strategy Statement on its website, using the DfE template by 31 December annually. (see appendices).
- Leaders to facilitate training (at least annually) for all staff, so they understand the causes of underachieve, barriers to learning and strategies which help improve the outcomes for disadvantaged pupils.
- Leaders to robustly monitor and analyse the academic outcomes, attendance, persistent absence, exclusions, rewards and sanctions and extra-curricular engagement to identify priority areas to address.
- All Local Trust Committees (LTCs) to have a link Local Trust Committee Member for 'pupil premium' who has received appropriate training. This link Local Trust Committee Member acts as a conduit between the school and the Local Trust Committees to ensure there is clear oversight of the spending. However, the local trust committee has accountability for the education of disadvantaged pupils.
- DDAT Trustees will question, support and challenge leaders around actions and impact of PP funding to close the gap between the disadvantaged and non-disadvantaged pupils.
- Leaders plan a broad, deep, and relevant curriculum that actively seeks to reduce disadvantage with a strong focus on reading, the development of vocabulary, strong careers advice and guidance, social and emotional development, and enrichment.
- Extra-curricular activities are accessible to all pupils and expense must not be a barrier for disadvantaged pupils.
- Use funding effectively to improve outcomes for disadvantaged pupils, focusing on reducing attainment gaps.
- Base spending decisions on evidence, using the DfE's 'Menu of approaches', aligned with Education Endowment foundation (EEF) categories.

If you would like any further information, please contact Lisa Atkins
lisa.atkins@ddat.org.uk

DDAT's 14 Guiding Principles

1. An ethos of excellent education and the highest expectations for all, regardless of background or barriers to learning is promoted.
2. The Pupil Premium funding supports improved attainment, raised expectations and readiness for life and learning. Spending decisions are informed by research evidence.

3. The Pupil Premium funding is used to ensure disadvantaged pupils' access excellent teaching and learning every day.
4. High-quality teaching and learning are prioritised over intervention. An intervention culture can lead to disadvantaged pupils being seen as 'someone else's responsibility'.
5. All pupils can access a curriculum that is broad, balanced, and deep. A curriculum that develops *'the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.'* (Cultural capital)
6. The Pupil Premium funding addresses the needs of pupils as early as possible. It focuses on gaps in learning. End of key stage outcomes are a by-product of this approach.
7. Excellent attendance and behaviour of disadvantaged pupils is essential to maximise their learning. The pupil premium funding prioritises improving these.
8. Most academically able pupils from disadvantaged backgrounds are also at risk of under-performing. Schools focus on these pupils just as much as pupils with low results.
9. The needs of **all** educationally disadvantaged pupils (Children who have you have had a social worker, act as a carers) when arranging additional support are considered.
10. 'All ability' teaching groups are the norm, so no pupil experiences a 'glass ceiling' from setting or streaming.
11. Teachers feel accountable for the progress and attainment of all pupils in their class, regardless of background or barriers to learning.
12. Leaders plan their pupil premium strategy over the medium term (e.g. three years) to maximise the impact
13. There is no such thing as a typical pupil premium child. Many have very supportive families, who do their very best for their children, but whose limited resources mean that their children have a narrower range of experiences pre-school and outside school than their better-off peers. Every one of these children is an individual with specific background and needs, and schools must consider these for each individual child in order to target support most successfully.
14. The Pupil Premium is one part of a whole school strategy that produces sustainable improvements for disadvantaged pupils.

Developing your pupil premium strategy and strategy statement

1. *Identify the specific challenges faced by your disadvantaged and vulnerable pupils*
2. *Use evidence to identify appropriate and effective responses*
3. *Develop a plan for using your pupil premium to maximum effect*
4. *Implement your plan*
5. *Evaluate and sustain your strategy*

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1066915/Using_pupil_premium_guidance_for_school_leaders.pdf

A tiered approach

The DfE menu of approaches for the effective use of funding:

- The three-tier model is a flexible, needs-led, evidence-based approach that helps school prioritise funding across three core areas which together support long-term improvement:
 - High Quality Teaching
 - Targeted academic support
 - Wider strategies (attendance, behaviour, extra-curricular)
1. Improving outcomes for disadvantaged pupils
 - Core expectation
 - Closing gaps
 - Strategic use
 - Long-term focus
 - Targeted and tailored support
 2. Evidence- based spending decisions
 - Spending should draw on strong evidence of what works, including:
 - From the setting's own practice of their MAT
 - EEF evidence summaries
 - Academic Sources
 - The EEF guide to PP recommends:
 - Identify specific barriers faced by pupils
 - Choose high-impact strategies based on rigorous evidence
 - Plan for effective implementation
 - Monitor and evaluate over time.
 - Schools can use EEF Teaching & learning Toolkit and EEF guidance reports
 - Schools should combine national evidence with internal data, professional judgement and contextual knowledge of their pupils.
 3. Schools must publish their strategy

It is a statutory requirement that the statement is on the website by 31 December each year.

- Schools should use the DfE template to ensure consistency and transparency in reporting.
- Content should include pupil needs, planned activities, evidence base and expected outcomes.
- The statement should cover 3 academic years with an annual update (Part B).
- Clarity and focus: Statement should link spending to specific challenges and measurable impact.

The Menus and Areas within each tier to consider

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
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. Across all tiers, schools should also consider how funding is used to support: • Effective identification of pupil needs, for example through diagnostic assessment • Successful implementation of approaches • Effective monitoring and evaluation of approaches	

Tier 1: supporting training and continuous professional development to improve the impact of teaching and learning for pupils

Professional development:

- That focuses on the pedagogy that research shows to have the greatest impact on the learning of disadvantaged pupils

- That helps identify and remove the barriers to learning faced by many disadvantaged pupils
- That focuses on curriculum development which identifies the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement.
- Support for early career teachers

Tier 2: Targeting support for disadvantaged pupils through evidence-based interventions

Schools should decide on the main issues stopping their pupils from succeeding at school and use the pupil premium to fund extra help.

- Structured interventions
- Small group tuition
- Pre-teaching of key concepts or background information
- Summer schools

Tier 3: Wider 'school readiness' initiatives

Support whole-school strategies to improve attendance, behaviour, and readiness to learn

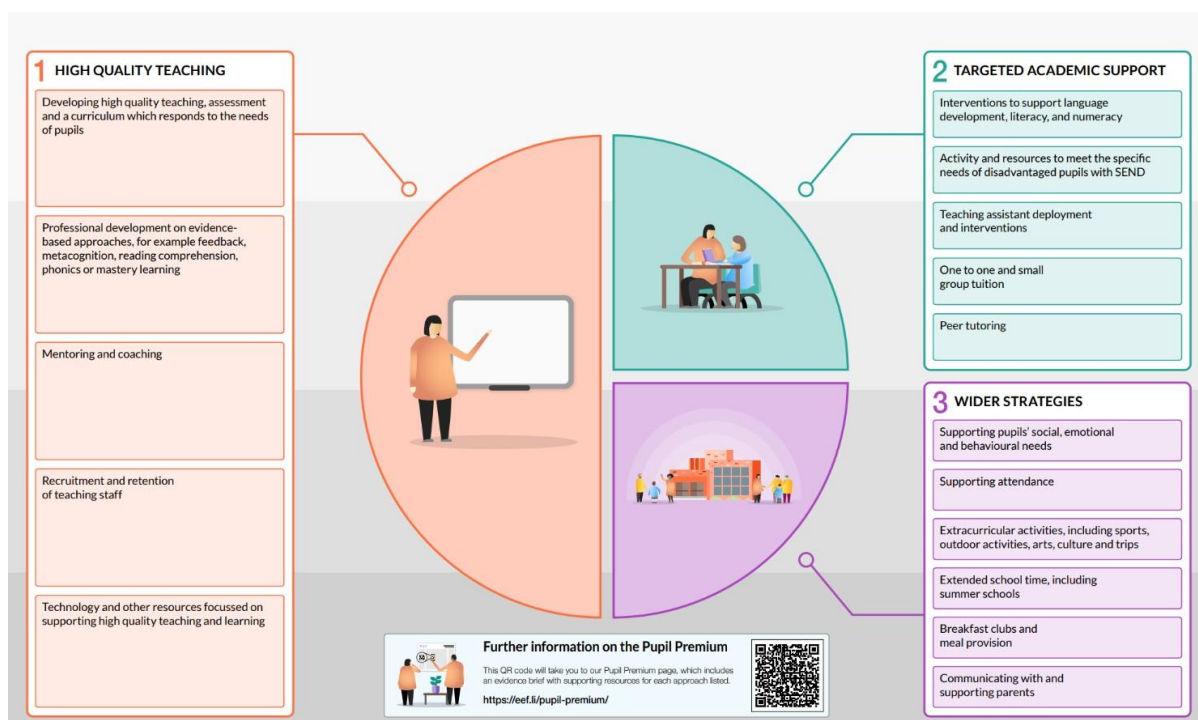
- Parental engagement initiatives
- Nurture provision
- Attendance initiatives
- School breakfast clubs
- Additional music lessons
- Help with the cost of educational trips or visits
- Extra-curricular and enrichment opportunities
- Speech and language therapy
- Behaviour improvement initiatives
- Additional careers support
- Equipment to access home learning
- Social and emotional support initiatives

Schools may find using the pupil premium in this way helps to:

- increase pupils' confidence and resilience
- encourage pupils to be more aspirational
- benefit non-eligible pupils

PUPIL PREMIUM

The tiered model and menu of approaches



Accountability

All schools must use the DfE template

The Department for Education

The DfE will undertake monitoring checks on a sample of schools' published reports.

Local Trust Committees

The governance handbook sets out the statutory functions of all boards, no matter what type of school or how many schools they govern. There are three core functions:

- *ensuring clarity of vision, ethos, and strategic direction*
- *holding executive leaders to account for the educational performance of the school and its pupils (including disadvantaged pupils), and the performance management of staff*
- *overseeing the financial performance of the school and making sure that its money is well spent, including the pupil premium*

Local Trust Committee Members should scrutinise schools' plans for and use of their pupil premium funding.

DDAT Central Team

During visits and meetings, the central team will hold Local Trust Committee Members, headteachers and pupil premium leads to account for the impact of the pupil premium strategy. They will scrutinise the strategy statements and check they are published. The team will also consider the impact of the quality of teaching and the curriculum on educational outcomes, attendance, behaviour, personal development, and inclusion of disadvantaged pupils.

Ofsted

Schools are held accountable for how they spend their funding, partly through the Ofsted inspection process. Although inspectors will not judge a school on how it spends the funding, it will want to see that the money is being used on strategies and initiatives that are effective, and that the school's leadership is monitoring and managing this spending well. The website PP Statement will form part of the pre-inspection process.

Remember:

*To measure the effectiveness of your pupil premium approach and spending, you should assess the **performance of your disadvantaged pupils** compared with the **national average for non-disadvantaged pupils**.*

You may also wish to compare their disadvantaged pupils' attainment to that of pupils in schools that:

- *have similar cohorts*

- *face similar challenges*

You are not required to compare or report within-school or within-class attainment gaps between disadvantaged pupils and their non-disadvantaged peers.

What works

What is an effective use of the Pupil Premium can be difficult to gauge. What works in one school, or with one set of pupils, may not necessarily work with another. It can be challenging for heads and teachers to decide which strategies to use for the speediest results. Sometimes these initiatives take time to show results even if, in the long run, they prove to be successful.

15-point success plan

Sir John Dunford, the former National Pupil Premium Champion, spent two years examining what works best. He noted that the most successful schools used a range of strategies that were targeted to the needs of individual pupils rather than sticking with one or two.

The most successful schools:

1. *Collected and analysed data on groups and individual pupils, and monitored this overtime*
2. *Focussed on teaching quality*
3. *Identified the main barriers to learning for disadvantaged children*
4. *Put interventions in place when progress has slowed*
5. *Engaged with parents and carers in the education of their child*
6. *Referred to existing evidence about the effectiveness of different strategies*
7. *Trained all classroom staff in the strategies being used in school*
8. *Secured staff commitment to the importance of the Pupil Premium agenda*
9. *Trained Local Trust Committee Members on Pupil Premium*

In deciding which policies to use, heads and teachers needed to:

10. *Decide what the school wants to achieve with Pupil Premium funding*
11. *Analyse the barriers to learning before deciding what strategies to use*
12. *Decide on desired outcomes and identify success criteria for each*
13. *Monitor and evaluate the success and impact of any current strategies on pupils; change them if they are not working*
14. *Decide on an optimum range of approaches to use*
15. *Keep up to date with research*

Additional Strategies for using Pupil Premium Plus funding

Given the complex and multiple needs that adopted pupils and children who have been under local authority care may have, there are different considerations for schools looking at how best to improve their outcomes with Pupil Premium budget.

In some cases, this will mean looking further than just academic attainment. In particular, children can struggle with:

- Attachment relationships with adults
- Managing their peer relationships
- Managing their feelings and behaviour
- Coping with transitions
- Developing their executive functioning skills

PAC-UK recommends the following 6 strategies to combat these issues

Many of their suggestions do not cost much if any money, but the key to all is ensuring that parents and guardians are regularly consulted and engaged with. If the children are still within the care of the local authority many of these recommendations may also form part of their Personal Education Plan (PEP) and will be supported by the local authority virtual school:

1. Provide nurture and relationships for example through a nurture group, and training for staff to provide key attachment relationships.
 2. Scaffold children's social skills and peer relationships for example through lunchtime clubs with opportunities to practice social skills or facilitating friendships e.g. through a buddy scheme or peer mentoring initiative
 3. Support emotional literacy and emotion regulation for example through group work, or some calm zones in classrooms and centrally within the school.
 4. Support children to cope with transitions and change for example by providing additional structure during break and lunchtimes and providing safe spaces for children to come to throughout the school day
 5. Develop children's executive functioning skills for example through training staff in understanding and supporting executive functioning skill development in the classroom and on the playground and providing coaching for those who struggle to plan and organize.
 6. Address barriers to information sharing and joint working by identifying a named member of staff who liaises with the parents or guardians and facilitates regular meetings to discuss the child's need and progress.
- Making assumptions about parents, pupils.
 - Titles such as 'Pupil Premium Champion'. They can create a sense that 'someone else' is responsible for disadvantaged learners.
 - An 'intervention culture'. Late intervention or intervention without success criteria and milestones.
 - Celebrating 'expected progress', particularly for pupils from low starting points or those that have been stuck. These pupils need to make accelerated progress.

- Pupil Premium funding being seen as additional to the school improvement strategy.
- Aiming for the minimum. Set aspirational targets!
- Attributing SEND to disadvantaged learners that have had a challenging start to life. An accurate assessment of specific special education needs is required.
- Low prior attainment determines low future attainment through target setting.
- Make sure interventions outside of the classroom at least compensate for what has been missed.

Support for DDAT schools

Strategy for supporting disadvantaged pupils

- This document provides guiding principles, advice and resources for school leaders and Local Trust Committee Members to use to support their disadvantaged pupils. It will be reviewed annually.

Pupil Premium Lead networks

- For all schools in DDAT there are **Pupil Premium Lead networks** that take place termly. Here, pupil premium leads are provided with regular updates, recent research, and opportunities to share effective practice across the trust.

Training for Local Trust Committee Members.

- On a regular basis training is offered for any Local Trust Committee Member to attend, this includes a workshop at the annual Local Trust Committee Members' conference or other workshops throughout the year. The training covers up-to-date information about the pupil premium funding, the barriers to achievement and possible solutions, questions for Local Trust Committee Members to ask school leaders to hold them to account and the expectations of Ofsted.

Staff training

- The central team SSIO offers training for staff in schools which looks at the potential causes of underachievement and strategies and possible solutions to address the barriers.

Bespoke support for Pupil Premium Leads and headteachers

- The central team can provide one to one support for school leaders to help maximise the use of the funding and to ensure the greatest impact. This can include:
 - A review of how schools use the pupil premium grant
 - A review of The Pupil Premium strategy statement

Advice for small schools

1. Spend strategically to make the most of your funding and time

As a school with a small number of pupils eligible for the pupil premium, you'll have less money and fewer staff to support disadvantaged pupils compared with other schools.

This means it makes sense for you to focus your spending on things that:

- Are cheap

- Don't require too much extra staff time or resources
- Have a long-term impact

Know your school's needs

Before you decide what to spend your pupil premium funding on, you should be clear about:

- Pupils' individual needs – any initiatives you go for must meet these needs
- When you could run any interventions – identify times (e.g. between lessons or during registration) where you could fit them in
- Staff availability – identify staff who could be free during these times to run interventions

2. Raise teaching quality across your school

This will not only benefit your disadvantaged pupils but will also bring about wider improvements across your school.

Consider the following **low-cost strategies** from the [Education Endowment Foundation \(EEF\) teaching and learning toolkit](#):

- Making [feedback](#) more effective
- Improving [reading comprehension](#)
- Emphasising [collaborative learning](#)
- [Oral language interventions](#) to develop spoken language and interaction in class
- Having more [peer tutoring](#) to increase support
- Organising pupils into [attainment groups](#) for activities or topics, such as literacy

3. Run short, targeted support sessions

You can do this for small groups or individual pupils – it'll help you keep on top of your disadvantaged pupils' learning and adjust your support regularly to fit their needs.

Weekly pupil catch-up meetings

Keep these to 15 minutes if you're time constrained. This should give you enough time to:

- Set small, achievable targets – this can be anything for the pupil to focus on in the week ahead
- Reflect on things the pupil has learned in the past week
- Identify any learning support they'll need in the week ahead, be it class work or homework
- Review their assessment results
- If necessary, talk about the pupil's emotional and social needs

Be creative about your use of time

You'll need to release staff to lead any intervention sessions, which, as a small school, could be tricky to arrange. You can overcome this challenge by making the most of your non-teaching time and arranging the sessions:

- During registration
- At the start and end of break-times
- Before or after the school day

Online learning

If you don't have the capacity to release your teachers, consider subscribing to online tutorials or interventions to provide pupils with daily or weekly support.

These work best for those who are self-motivated and enjoy online learning. Online interventions can be pricey to buy for a whole class but are more affordable if you only buy them for a few pupils.

4. Improve behaviour, attendance, and social and emotional needs

Although good practice for all schools, the following suggestions are particularly achievable for small schools:

- **Daily check-ins with a mentor** – this does not have to be with a teacher but could also be with a member of your admin staff. Keep your meetings informal, like a casual chat in the corridor or playground. The aim is to make your pupils feel cared for and to help them develop a relationship with a go-to adult
- **Attendance review meetings with parents** – for pupils with poor attendance. Arrange half-termly meetings to help parents explore ways to improve their child's attendance. These can also be led by admin staff or support staff
- **Weekly learning equipment checks** – to make sure your pupils have the things they need, like stationery, books and maths equipment. You can use your pupil premium funding to buy equipment for disadvantaged pupils
- **School uniform vouchers** – at the end of each half term, check in with your pupils (and their parents) to see if you can help to buy any uniform that is needed

Appendices

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Appendix 1

FAQs

Question	Answer
<i>Who is the pupil premium for?</i>	
1. Must the activity funded by the pupil premium benefit eligible pupils alone, and exclude other pupil groups?	No. Pupil premium funding is designed to raise the attainment of all disadvantaged pupils. It is not restricted to eligible pupils and can be used to support other pupils needing extra support because, for example, they need or have needed a social worker, or are acting as a carer, even if these pupils are not FSM-eligible. School leaders remain free to meet their pupils' needs as they assess them. The EEF recommends that schools use the grant firstly to improve teaching quality - which benefits all pupils but has a disproportionate benefit for disadvantaged pupils. Basic needs, pastoral and academic support follow.
2. Should each eligible pupil have the Department for Education's per-pupil amount spent on them?	The pupil premium is a school-level grant that gives schools extra resources to help meet its challenges, including those arising from deprivation. The needs of all pupils, eligible and others, should be assessed and the grant used to make maximum impact in the school. Pupil needs will differ and will cost differing amounts to address. There is no expectation that schools should spend the money on each eligible pupil; these are proxy amounts that are aggregated to produce the allocation distributed to schools and local authorities. School leaders have freedom over use of the grant and can use it as they judge best for disadvantaged pupils as a whole, including pupil-premium eligible pupils and those who are not eligible but are educationally disadvantaged - for example, pupils who need, or have needed, a social worker.
3. Is the pupil premium intended to support only those pupils who have low attainment?	The grant is to support disadvantaged pupils of all levels of attainment. Evidence shows disadvantaged high prior attainers are especially at risk of under-achievement.

4. Is support funded through pupil premium only for pupils listed as eligible in the DfE's 'Key to Success' download?	The Key to Success is a retrospective list of pupils who attracted the funding based on the January census, published each June. As such, it cannot support the planning or delivering of grant-funded activity. The DfE recommend schools base their pupil premium strategy on their understanding of the aggregated needs of their pupils in school at the time the strategy is written; this should be regularly reviewed.
5. Shouldn't the Department for Education be more clear about the objectives of the grant?	The Conditions of Grant set out clearly the objective of pupil premium funding; it is designed to raise the attainment of disadvantaged pupils. 'Closing the gap' has often been included in the description; this is the gap between a school's disadvantaged pupils at formal assessment points and the national average for non-disadvantaged pupils at the same points (end of KS2 and KS4). Improvements in attainment support the ultimate aim of pupil premium funding - to better prepare disadvantaged pupils for adult life, the world of work and a sustainable future as an active member of society.
<i>Pupil premium payments</i>	
6. Doesn't DfE know who the eligible pupils are; why does it tell schools nine months into the school year?	Schools identify pupils who are eligible for free school meals or are adopted and supply this information to DfE through the October census. The department holds information about previously eligible pupils, including looked-after children, so funding allocations are made based on the new information added to the historic information. When pupils join a school the previous school should supply basic pupil information, including pupil premium eligibility, through the Common Transfer File.
7. Shouldn't pupil premium follow pupils if they change school mid-year?	As it isn't a personal budget, pupil premium does not follow a pupil from school to school if they move mid-year. This means schools include support for mid-year arrivals in the plans for their annual pupil premium budget, whenever a pupil joins the school. The only exception is if a pupil is permanently excluded, when there is a budget adjustment to the sending and receiving settings. Alternative Provision settings are free to include a pupil premium element in their place charging structure for all pupils not captured by the annual AP census.

8. Where schools make a mistake and a pupil is recorded as PP eligible in error can the Department for Education can correct the records?	Yes. While it is not possible to amend the census return itself, the department can update the National Pupil Database to prevent overpayment of pupil premium funding allocations.
<i>Using the pupil premium effectively</i>	
9. Why is there no clear guidance on how to use the grant properly? It's all left up to schools.	The DfE have published 'Using Pupil Premium, Guidance for School Leaders. There is an extensive and growing evidence base about what works best to improve the outcomes of disadvantaged pupils. For example, the EEF 'Pupil Premium Guide', recommends a tiered approach to planning pupil premium funding - cutting across teaching quality, targeted academic support and wider strategies, including those related to attendance and behaviour.
10. Is the pupil premium intended only for improving academic outcomes, or can it be used for things like cultural enrichment?	There is strong evidence that a good level of personal development can help with academic attainment. Where a deficit in self-efficacy is identified as a barrier to learning (for example self-organisation, motivation, confidence, concentration, aspiration, resilience) this can be addressed through proven approaches funded through the pupil premium. Cultural capital is a widely accepted as an important part of a person's readiness for life as an adult and building it is an integral part of the pupil premium's purpose. Ofsted will look at this during inspection.
11. Is it acceptable to use pupil Premium to plug gaps in the funding for core activities?	Attracting and developing high quality staff may be a core activity but, as EEF's Guide shows, it is the single most effective use of the pupil premium. So this is about using resources effectively. Continuous Professional Development is important for the effectiveness and motivation of all teaching and support staff.
<i>Online reporting</i>	
12. Do schools have to use the template provided by the DfE to plan their pupil premium strategy and publish it online?	To comply with School Information regulations, maintained schools are required to publish an updated pupil premium strategy annually. All schools must use the templates available on GOV.UK to publish their 2022 to 2023 pupil premium strategy, by the end of December 2022.

13. Do schools need to account for their pupil premium expenditure in detail, and keep itemised records to prove that all of the funding has been spent on disadvantaged pupils?	Schools should be guided by their internal audit and accounting requirements. The department and Ofsted do not ask for itemised records of the grant's use. Schools are required to publish online statements setting out the rationale for spending decisions and associated impact. However, this is intended to be a strategic document based on the available evidence, not an accounting tool. The department and Ofsted do not require pupil premium data in any specific format, and do not require information about spending on individual students. Neither Ofsted nor the department requires schools to monitor or publish information related to within-class or within-school attainment gaps. The template's detail and length should be proportionate to the size of the grant relative to the school's budget.
14. Is the online statement used by the department to help assess the effectiveness of a school's pupil premium strategy? Does the statement affect future allocations?	The Department for Education will undertake monitoring checks on a sample of schools' published reports. Ofsted uses the information during visit preparation; however this is not the primary purpose of the statement and we would advise against writing the statement with Ofsted in mind. The statement is a local accountability publication for parents/carers and Local Trust Committee Members and should be written for them.
15. Why does the DfE require schools to complete an online statement every year? Is it because DfE does not trust school leaders to use the grant properly?	The online statement is for parents and Local Trust Committee Members. The department has not assessed the content of any online statements and trusts school leaders to use the grant wisely. This autonomy has been a feature of the pupil premium since its inception.
16. Why is there a requirement for schools to publish a pupil premium statement when there is no requirement to account for the rest of their funding?	It is right for schools to be transparent about how they are supporting pupils, and right that parents and Local Trust Committee Members have a point of reference. All schools need to account for their public funding in detail, though the 'Consistent Financial Reporting' and 'Academies' Accounting Returns' requirements.

17. Given the inevitable in year changes, when is the right time to complete the online statement?	To give schools greater certainty in planning their expenditure, recruitment, teaching practice and staff development, we encourage schools to produce a three-year strategy for pupil premium use, with light touch annual reviews. This will enable school leaders to take a longer view of the support to be provided through the grant and align it with wider school improvement strategy. We recommend that the statement should be completed and reviewed at the beginning of the academic year, although it should be a 'living document' that can evolve over the course of the year. Schools must publish their 2022 to 2023 pupil premium strategy, by the end of December 2022.
18. Do the department and Ofsted expect schools to ascribe impact to specific PP-funded activity?	It is rare for teaching staff to be able to identify a single activity that has made a step-change to the performance of a pupil or pupil group. It is more realistic to consider the cumulative effects of several activities, some of which may be pupil premium funded, in the explanation for improved months of progress or improved marks in assessment. From September 2019 Ofsted will not discuss pupil progress in this level of detail.
19. Given how hard it is to measure or describe noncognitive benefits experienced by pupils, how should schools report on them?	The department expects non-academic use of the grant to have a good rationale. Qualitative description in place of quantitative measurement is necessary and valid when improvements in a pupil's non-cognitive skills (character, resilience, self-efficacy) are part of a plan to prepare for adult life and improve work readiness.
20. Isn't it the case that some schools can't present an accurate picture in an online statement as the general public won't understand or will get a bad impression about the challenges facing the school?	We understand school leaders' sensitivity to disclosing the difficult and often complex choices they have to make in discharging their responsibilities. Yet transparency is a vital element in the relationship of a school with its community, and as parental support for each pupil's learning becomes increasingly important the statement should seek to engage parents honestly.
<i>PP Plus & the Service Premium</i>	

21. Can local authorities do what they like with the 'pupil premium plus' it receives for children in care?	The Pupil Premium Plus allocated to local authorities should be passed on without delay to the child's school after consultation between the Virtual School Head and the school leadership, to support the pupil's Personal Education Plan. Full updated details were published in 2018.
22. Should the views of adoptive parents be considered when schools decide how to use the pupil premium plus attracted by adopted pupils?	While not a requirement, taking account of the views of adoptive parents is regarded as good practice. Gathering as much information as possible about the child and their circumstances can only improve the relevance and effectiveness of any additional support the school might put in place.
23. What are the requirements around the Service Pupil Premium?	Children from Service families attract a separate grant – the Service Premium. This has no connection with disadvantage; it is paid from the same budget for convenience but is intended to support the pastoral needs of children whose parents are or were in the Armed Forces. Schools' use of the Service Premium is not assessed by Ofsted nor the department.
<i>Stigma, Local Trust Committees</i>	
24. Does the stigma associated with receiving state benefits still put people off applying for free school meals?	We know that most schools have reduced the issue of stigma by making use of cashless systems and other methods to ensure that children who are eligible for free school meals are not identified separately. Schools have a legal responsibility under the Equalities Act to ensure their provision for pupil premium pupils is invisible. Care must be taken to avoid any arrangements or physical mark that can identify a pupil as disadvantaged, including at meal times, in the classroom and on school trips.
26. What is the role of the governing body in a school's pupil premium use?	Local Trust Committee Members have a key role in checking the school's pupil premium planning and, where appropriate, challenging the senior leadership over its use. Local Trust Committee Members should champion evidence-based practice and consider the rationale in all pupil premium-related decisions. Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, Local Trust Committee Members and trustees should scrutinise schools' plans for and use of their pupil premium funding.

Appendix 2

Resources for Local Trust Committees

Role and responsibilities of the pupil premium link Local Trust Committee Member

As a pupil premium link LTC Member, or any LTC member monitoring pupil premium, you need to analyse 2 areas of the school's management:

- The allocation of resources and consequent audit trail
- Narrowing attainment gaps between disadvantaged pupils and other pupils

You should be familiar with the pupil premium: what it is, how it's allocated, how it's calculated, and which groups of pupils attract the premium.

Know your school

You should:

- Get familiar with your school's pupil premium policy, if it has one
- Know basic pupil premium facts for your school, such as how many pupils attract the premium, how this figure compares with other local and similar schools, and how the money is spent
- Meet occasionally with the staff responsible for performance data to discuss issues around under-performing groups, including those eligible for the pupil premium
- Challenge the allocation of the pupil premium grant if there's no clear audit trail showing appropriate use of the resources

Monitor data

Make sure you:

- Understand relevant pupil performance data for the school that shows the progress of different groups over time
- Monitor the spending of the pupil premium, making sure money is spent in identifiable ways to support target groups of pupils
- Monitor the impact of pupil premium spending on target groups
- Monitor the attainment of different groups of pupils over time to provide evidence of how pupils eligible for the pupil premium are progressing compared with others

Be the LTC's specialist

You should:

- Take an active part in any governing board discussions where the allocation and monitoring of the pupil premium is discussed and decided
- Report back to the governing board on the school's use of the pupil premium

Ask questions to help you monitor provision

Ask questions of school leaders during:

- Full governing body meetings
- Committee meetings
- School visits

Question	What to look for
How does the attainment of pupils eligible for the pupil premium as a group compare with others?	• Senior leaders have a clear idea of how pupils eligible for the pupil premium perform compared to others, and refer to assessment data (both recent and historic data) when making these comparisons • If their attainment is worse, why this is the case and what is being done to address it • If there isn't an attainment gap at your school, how they're using the funding to stretch pupils further
What is the pupil premium spent on?	• Senior leaders should be able to outline how funding is used. For example, it could be spent on specific resources and intervention programmes • Senior leaders should refer you to a pupil premium provision map Remember – you don't need information about specific interventions for individual pupils here. You don't need this to fulfil your monitoring role, and it's likely to be a breach of data protection law.
How do you decide what interventions or activities to spend the pupil premium on?	Senior leaders might explain that decisions are based on: • Relevant targets in the school improvement plan • Specific areas of underperformance identified through assessment or other internal data • Research and reports about what strategies help to close the attainment gap
How do you monitor the progress of eligible pupils so you can see whether the pupil premium spending is having an effect?	You want to hear that senior leaders: • Can use their assessment system to do this for all pupils eligible for the funding • Analyse data • Arrange pupil progress meetings with teachers • Can track the attendance, punctuality and behaviour of this group as well as attainment, and can see where they need to take action

What impact is the pupil premium funding having?	Your pupil premium spending should be having a noticeable impact. The funding is allocated specifically to close the attainment gap between disadvantaged pupils and their peers, so keep this aim in mind whenever you're talking about its impact. To evidence the impact, senior leaders: • Might explain that pupil progress and attainment has increased for the eligible pupils compared to their peers, and could refer to internal or external assessment data to evidence this • Could refer to the school's annual impact statement, which you're required to publish on your website
How do you make sure the pupil premium grant is spent appropriately on the intended target groups?	Funding must be spent on raising the attainment of eligible pupils. To find out how your school does this, you want to hear: • Senior leaders can outline the measures they have in place to make sure it's spent appropriately. This could include: • Keeping records of pupil premium spending • Managing a provision map that identifies the needs of pupils that should be met and how funds have been allocated to meet the needs • Tracking the progress of pupils eligible for pupil premium • The pupil premium funding is kept separate from general school resources so it can clearly be used as intended • For example, your school business manager may break the funding down into smaller and specific cost centres focused on pupil premium provision, e.g., one-to-one tuition, group interventions If the funding isn't kept separate, the school business manager should be able to isolate and check on the use and impact of the funding

Do we have a pupil premium policy that sets out how we support the target groups?	• Senior leaders can explain what the pupil premium policy covers and how it's put into practice • The policy covers: ○ What the grant is for ○ How it's used to support pupils ○ How responsibilities regarding the pupil premium are distributed • Senior leaders can explain the impact of the policy, pointing to concrete examples • The policy is available and clearly communicated to all stakeholders, including parents A pupil premium policy isn't statutory, so it's not automatically a problem if your school doesn't have one. Your senior leaders should still be able to explain the points above though.
Are our strategies to improve attainment for pupils eligible for the pupil premium set out in an action plan or school improvement plan?	If there's a plan, the school leader should be able to point you to it. A plan should include: • Details of how resources are going to be allocated • An overview of the actions to be taken • A summary of the expected outcomes and measures of success • Ways that the outcomes will be monitored • Names or job titles of individuals responsible this area of work Including pupil premium in an action or school improvement plan may not be necessary depending on your context. Your senior leaders should still be able to explain these points in relation to how the money is spent though.
What are the main challenges in the use of the pupil premium, and how are you working to overcome them?	• Answers will depend on your context, but senior leaders should have a plan in place to overcome these challenges If your senior leaders are clearly struggling with something, ask "What can the Local Trust Committee Members do to help?"

Advanced questions for Local Trust Committee Members to ask leaders:

1. How can the school demonstrate it is narrowing the gap between disadvantaged and non-disadvantaged pupils and making a difference?
2. How are school resources used to support pupils eligible for the pupil premium?
3. How does the school identify children either joining the school or already at the school who are eligible for the Pupil Premium Funding?

4. Is there a clearly understood and shared rationale for how the Pupil Premium Funding is spent and what it should achieve? Is this communicated to all stakeholders including parents?
5. How will the Pupil Premium Funding be used to better the attainment and progress of disadvantaged learners? (If the question cannot be answered, reconsider the strategy)
6. Are the progress and outcomes of eligible pupils identified and analysed by the school's assessment tracking systems? Is this information reported to Local Trust Committee Members in a way that enables them to see clearly whether the gap in the performance of eligible pupils and other pupils is closing?
7. Are teachers undertaking intervention work as well as TAs?
8. Are TAs given appropriate CPD to effectively support intervention work?
9. How are lessons differentiated for different needs in an inclusive way?
10. Are there any additional interventions or support procedures that can be implemented to better support pupils to improve rates of progress in line with other pupils?
11. Which groups of pupils are not making the progress expected? Is there a common pattern?
12. What specifically is being done in a classroom context to address the gap in progress? Does this go far enough?
13. Are eligible pupils achieving in line with other pupils within school who are not disadvantaged who have similar starting points?
14. How does the curriculum in the school actively seek to remove disadvantage in our particular community?

A possible answer to this could include:

- *A strong focus on reading*
- *Development of vocabulary*
- *The curriculum is broad, balanced, and relevant*
- *There are rich curriculum opportunities*
- *It develops cultural capital*
- *Extra-curricular activities to provide opportunities e.g. music, art, sport,*
- *Fieldwork*
- *Sporting opportunities*
- *Development of skills such as resilience*
- *Strong careers advice and guidance*
- *Strong RSHE curriculum*

Local Trust Committee Members need to be able to answer these questions:

1. How does the school provide for disadvantaged pupils?
2. Do Local Trust Committee Members know how much money is allocated to the school for pupil premium?
Is this identified in the school's budget planning?
3. Is there a clearly understood and shared rationale for how this money is spent and what it should achieve? Is the communicated to all stakeholders including parents?
4. How is the pupil premium funding being spent?
5. What evidence do Local Trust Committee Members have of the effectiveness of your PP spending? (What impact is this spending having?)
6. What improvements has the allocation brought about? How do Local Trust Committee Members know?
7. How is this measured and reported to Local Trust Committee Members and parents via the school's website?
8. Do Local Trust Committee Members know whether leaders are checking that the actions are working and are of suitable quality. What kind of oversight does your school have to ensure effective PP spend?
9. How does the school improve pupils' cultural capital (and how do they ensure it)?
10. If this funding is combined with other resources, can Local Trust Committee Members isolate and check on the impact of the funding and ascertain the different it is making?
11. Have leaders and Local Trust Committee Members considered research and reports about what works to inform their decisions about how to create a pupil premium strategy?
12. Will Local Trust Committee Members know, and be able to intervene quickly, if outcomes are not improving in the way that they want them to?
13. How do Local Trust Committee Members keep an ongoing check on Pupil Premium Funding-related actions and ask pertinent questions about progress ahead of any summary evaluations?

Appendix 3

Pupil Pursuit Ideas

What is it like to be a pupil eligible for the pupil premium in your school?

It can be useful to see if the school's policy and procedures are effective by completing an in-depth look at a couple of case studies of pupils who are in receipt of the pupil premium funding or deemed to be disadvantaged. Another option is to complete a pupil pursuit of a small group of pupils. This could be completed by a member of staff or a Local Trust Committee Member.

- Some of the areas you may want to look at for each pupil are:
- *What is their **attendance** (including on non-uniform days) and if school procedures are helping this to improve where necessary?*
- *Are they '**Persistently Absence**' and what is being done to support the family?*
- *What is their **punctuality** like? How are leaders helping to improve if it isn't good?*
- *How regularly does the pupil receive **rewards** and how does this compare with others?*
- *What is **behaviour** like, has the pupil received any sanctions and how does this compare with others? Has there been any exclusions, either internal or external?*
- *Does the pupil benefit from **extra-curricular activities**?*
- *How regularly does the pupil utilise the **library**?*
- *How often does the pupil answer/volunteer **questions in class** and are iterations with teachers positive or negative?*
- *Who do they sit with at lunch and do they have lots of **friends**?*
- *How regularly do **parents/carers engage** with the school e.g. attend parents' evenings, respond to parent questionnaires?*
- *Does the pupil take on any **roles and responsibilities** within school?*
- *Does the pupil attend all **school trips** that are offered by the school?*
- *If the pupil has **high prior attainment** and the school sets pupils by ability for any subject or activity then are they still in the top sets/groups?*
- *Does the pupil have any **additional barriers** e.g. SEND and has the school got a joined up approach using the extra funding?*

Appendix 4

Calendar of Actions

Month	Action
September	Ensure the school is aware of all pupils eligible for the pupil premium funding, pupil premium plus and the service premium
	Identify and support eligible parents to apply for FSMs
	Ensure all class teachers know which pupils are eligible for the pupil premium
October	Ensure Local Trust Committee Members are suitably trained regarding pupil premium.
	Ensure staff have refresher training regarding pupil premium.
	Pupil premium funding payment to academies
	Complete the October census (NB – this will determine the amount of pupil premium funding for the following year)
	Attend DDAT network meeting 1. Prepare data for PP against national non PP results for part B of statement.
November	Review, evaluate and update the pupil premium strategy statement Share with Local Trust Committee Members
	Local Trust Committee Members scrutinise schools' plans for and use of their pupil premium funding.
December	Monitor attendance and behaviour data of pupils eligible for the pupil premium Liaise with relevant outside agencies about pupils' development in these areas, such as attendance officers or learning mentors Consider data alongside qualitative information about pupils, to recognise where there has been improvement.
	Update LAC numbers
	Upload the pupil premium strategy statement onto the school's website (31 December)
	Ensure the current pupil premium action plan is published on the school website
	Monitor the progress data of pupils eligible for the pupil premium
	Attend pupil progress meetings for pupils eligible for the pupil premium, to discuss how to support pupils to reach their potential
	Gather information on the quality of teaching received by these pupils through learning walks and discussing interventions
January	Review the attendance at extra-curricular activities of all disadvantaged pupils and evaluate the impact of the strategies in place Share strategies and examples of good practice for supporting pupils eligible for the pupil premium with teaching staff and support staff
	Pupil premium funding payment to academies
	Read and address recommendations from Website review.
February	Complete a pupils premium pursuit

	Monitor relationships with families, keeping a record of issues if they arise
March	Attend DDAT network meeting 2
	Review the spending of the pupil premium strategy. Funding can be carried over to where appropriate.
	Monitor attendance and behaviour data of pupils eligible for the pupil premium
	Liaise with relevant outside agencies about pupils' development in these areas, such as attendance officers or learning mentors Consider data alongside qualitative information about pupils, to recognise where there has been improvement
	Monitor the progress data of pupils eligible for the pupil premium
April	Attend pupil progress meetings for pupils eligible for the pupil premium, to discuss how to support pupils to reach their potential
	Monitor the implementation of the current pupil premium action plan
	Pupil premium funding payment to academies
	Review roles and responsibilities of all disadvantaged pupils.
May	Feed back to Local Trust Committee Members Meet with the pupil premium link Local Trust Committee Member, if you have one Produce a report to the governing board about the impact of pupil premium funding on pupils eligible for pupil premium
	Plan transition arrangements for disadvantaged pupils
	Monitor pupil progress in areas outside the curriculum, through liaising with teachers, support staff, outside agencies and other specialists working with the pupil
June	Attend DDAT network meeting
	The DfE confirms the allocation of the pupil premium funding
	Identify and plan summer school for disadvantaged pupils if applicable.
	Gather information on the quality of teaching received by these pupils through learning walks and discussing interventions
July	Keep up to date with research on effective use of pupil premium funding
	Pupil premium funding payment to academies
	Support eligible parents to apply for FSMs
	Monitor the progress data of pupils eligible for the pupil premium
	Monitor attendance and behaviour data of pupils eligible for the pupil premium Liaise with relevant outside agencies about pupils' development in these areas, such as attendance officers or learning mentors Consider data alongside qualitative information about pupils, to recognise where there has been improvement
	Review the curriculum to ensure vocabulary development, reading, careers education, cultural capital development is effective.

	Attend pupil progress meetings for pupils eligible for the pupil premium, to discuss how to support pupils to reach their potential
August	Feed back to Local Trust Committee Members Meet with the pupil premium link Local Trust Committee Member Produce report to the governing board about the impact of pupil premium funding on pupils eligible for pupil premium
	Summer schools

Appendix 5

Links to useful resources and research

Gov.uk

Supporting Links:

[Breaking down the gap - Education Policy Institute](#)

[Unequal Returns](#)

[Using pupil premium guidance for school leaders](#) (DfE March 2025)

[Teaching and Learning Toolkit | EEF](#)

[Pupil premium - GOV.UK](#) (June 2025)

[Sources of income for early years providers - GOV.UK](#) (2025)

Education Endowment Foundation

Guide to The Pupil Premium: [The EEF Guide to the Pupil Premium | EEF](#) (2024)

Pupil Premium Menu

https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupilpremium/Pupil_Premium_menu_evidence_brief.pdf.pdf?v=1649431092

EEF teaching and learning Toolkit

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/> The families of schools' tool to compare your disadvantaged pupils' results with those in similar primary and secondary schools:
<https://educationendowmentfoundation.org.uk/toolkit/families-of-schools/>

Making Best Use of Teaching Assistants: Guidance Report. London: Education Endowment Foundation [online]. Available:
https://educationendowmentfoundation.org.uk/uploads/pdf/TA_Guidance_Report_Interactive.pdf

Working with parents to support children's learning.

<https://educationendowmentfoundation.org.uk/tools/guidance-reports/working-with-parentsto-support-childrens-learning/>

Looked After Children

DfE (2018)

[‘Promoting the education of looked-after children and previously looked-after children’](#)

PAC-UK the country’s largest independent Adoption Support
<https://www.pac-uk.org/>

DfE: The designated teacher for looked after and previously looked-after children
Statutory guidance
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The designated teacher for looked-after and previously lookedafter children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_lookedafter_children.pdf)

DfE: Guidance for LAs
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting the education of looked-after children and previously lookedafter children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683556/Promoting_the_education_of_looked-after_children_and_previously_lookedafter_children.pdf)

Other useful resources:

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

Lambeth council resources
<https://beta.lambeth.gov.uk/search/content?keys=disadvantage#gsc.tab=0&gsc.q=disadvantage&gsc.sort=>

NCTL and the Teaching Schools Council (TSC) (2018)
[‘Effective pupil premium reviews’](#)

LGFT Free school Meal Eligibility checker for parents
<https://pps.lgfl.org.uk/>

Missing Talent (Research Brief Edition 5: June 2015). London: The Sutton Trust
[online].
Available:
<http://www.suttontrust.com/wpcontent/uploads/2015/06/Missing-Talent-final-june.pdf>

Adfam: Families in lockdown: The effects of the Covid-19 lockdown on the family
and friends of someone with an alcohol, drug or gambling problem, June 2020:
<https://bit.ly/33Q9wg0>

Pupil Premium Initiatives:
<https://www.headteacher-update.com/best-practice/pupil-premium/pupil-premiuminitiatives/693131/>

Equity and Quality in Education: Supporting Disadvantaged Students and
Schools. Paris:
OECD Publishing [online]. Available:

<http://www.oecd.org/education/school/50293148.pdf>

Poverty Proof Your School: Find out more about the work of poverty-proofing and the

COVID-19 response project work

www.povertyproofing.co.uk

SecEd: Poverty-proofing the school day, February 2019:

www.sec-ed.co.uk/best-practice/poverty-proofing-the-school-day

Schools' responses to Covid-19 The challenges facing schools and pupils in September 2020, NFER, September 2020: <https://bit.ly/32NMJIT>

National Trust – 50 things to do before the age of 11 $\frac{3}{4}$

<https://www.nationaltrust.org.uk/50-things-to-do>

Curriculum:

[Applying the 'powerful knowledge' principle to curriculum development in disadvantaged contexts | impact.chartered.college](#)

John Dunford: Ten-step pupil premium plan

<https://www.headteacher-update.com/best-practice-article/a-10-step-pupil-premiumplan/170456/>

Do's and Don'ts of attainment grouping. London: UCL

https://www.ucl.ac.uk/ioe/sites/ioe/files/dos_and_donts_of_attainment_grouping_ucl_institute_of_education.pdf

Closing the vocabulary gap.

<https://www.theconfidentteacher.com/category/closing-the-gap/>

Marc Rowland (2021) 'Addressing educational disadvantage: The Essex Way'

<https://researchschool.org.uk/unity/news/addressing-educational-disadvantage-in-schoolsand-colleges-the-essex-way>

Further reading and resources

<https://researchschool.org.uk/greenshaw/news/making-the-difference>

Phil Stock uncovers how we improved outcomes for our disadvantaged pupils

<https://researchschool.org.uk/shottonhall/news/how-we-use-diagnostic-assessments-to-guide-reading-interventions>

How we use diagnostic assessments to guide reading interventions. Our quest to identify the best next step in each pupils' learning

<https://researchschool.org.uk/manchester/news/leading-a-culture-where-disadvantaged-students-can-thrive-2>

Leading a culture where disadvantaged students can thrive

<https://www.shanahanonliteracy.com/blog/how-can-i-teach-with-books-that-are-two-years-above-student-reading-levels-1>

How to teach texts that are above pupil reading ages.

<https://www.youtube.com/watch?v=fTvDkMEr0ic>

DfE webinar on Pupil Premium



LA Information

Derby City Council

<https://www.derby.gov.uk/education-and-learning/schools-and-colleges/free-school-meals/>

Derbyshire County Council

<https://www.derbyshire.gov.uk/education/schools/your-child-at-school/meals/schoolmeals/free-school-meals.aspx>

Appendix 6

11 Things by age 11 or Year 11

We know from research the importance of cultural and arts opportunities to support the wider learning of pupil premium students. Some young people have very little cultural and social input from elsewhere and therefore may miss opportunities others are able to access and make decisions that are less informed than they could be. Schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum. Exposure not only to culture but also to situations in which they might not have previous experiences is of paramount importance to their ongoing successes.

Schools within DDAT are encouraged to identify the experiences and opportunities that they offer all pupils based on the needs of their school community. In some cases, this is a pledge of **11 things by the age of 11** or **11 things by year 11**.



Appendix 7

DfE Pupil Premium Strategy Statement (Primary and secondary)

All schools that receive pupil premium funding must publish a strategy statement each academic year using the DfE template.

The completed examples are provided as a guide only.

You must develop your own strategy plan and reflect this accurately in your statement. You have until 31 December to publish your statement. This will enable you to take the needs of your new intake into account.

If you have developed a multi-year strategy for pupil premium, you must review your plans and publish an updated statement every year.

It is primarily for the benefit of parents and Local Trust Committee Members and trustees. You should write it with them in mind.

Format of the blank template:

Part A is designed to reflect the process for developing an effective pupil premium plan.

Part B is for you to explain what the outcomes of your strategy in the previous academic year were for disadvantaged pupils.

There is an optional further information section to provide any additional information you wish to publish.

Performance measures: The DfE template does not include a requirement to enter information relating to performance measures given the impact of COVID-19 on their production and publication.

Reporting on wider strategy outcomes: It can be challenging to evaluate the impact of any activity that is not directly linked to academic outcomes, such as activity supporting social and emotional wellbeing. You should still write about this in your online statement and refer to any evidence that shows you're making progress.

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu. If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement. Before publishing your completed statement, delete the instructions (text in italics) in this template, including this text box.

Pupil premium strategy statement – [insert school name]

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	
Local Trust Committee Member / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£
Recovery premium funding allocation this academic year	£
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£

Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£
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Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	<i>Add or delete rows as needed</i>
2	
3	
4	
5	

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<i>Add or delete rows as needed</i>	

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Add or delete rows as needed.</i>		

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2024-2025 academic year and explain how their performance has been assessed.

Secondary schools should include 2025 key stage 4 performance data, and any other pupil evaluations carried out in the 2024 to 2025 academic year.

Primary schools do not need to publish their 2022 key stage 2 results as DfE is not publishing that data.

You can compare your school's disadvantaged pupils' performance data to local and national averages, with caution.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

Appendix 8

Pupil premium example statement (primary)

The pupil premium statement below is an example, created for a fictitious primary school. Its purpose is to help you populate the [DfE pupil premium strategy statement template](#). All schools that receive pupil premium (and recovery premium) are required to complete and publish their statement on their school website by 31 December.

Before completing the template, read the Education Endowment Foundation's (EEF's) guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

This example statement is not intended to demonstrate any expectations regarding:

- The length of your statement*
- The volume and type of activity that you spend your funding on*
- The external providers you use, which is why there are references to 'purchase of a programme' rather than the name of a provider (you should state the name of any external providers in your statement)*
- The targets you should set, which is why 'X' and 'X – Y' (for a range) have been used in place of specific figures for the purposes of this example*

Referring to evidence

As per the pupil premium (and recovery premium) conditions of grant, you must draw on evidence of effective practice in your decision-making and reference this within your school's statement. You do not need to cite every piece of evidence you have referred to.

The evidence cited in this example is primarily from the EEF, as the What Works Centre for educational achievement. As above, you should consult the EEF's guide to using pupil premium before drafting your statement, but you can also draw on additional sources of evidence to support your decision-making – you should satisfy yourself that it is strong evidence and applicable to your school and pupils.

Funding allocation and pupil eligibility figures

Where you are required to enter the amount of pupil premium funding you will receive this academic year, you should provide an estimate based on the data available to you at the time you complete your statement. You may wish to amend this when allocations are updated and when allocations for the following financial year are published.

Where you are required to state the percentage of pupils eligible for pupil premium, you should provide the figure you have at the time you complete your statement.

Pupil premium strategy statement – [insert school name]

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	<i>name</i> , Headteacher
Pupil premium lead	<i>name</i> , Deputy headteacher
Local Trust Committee Member / Trustee lead	<i>name</i> , lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£131,750
Recovery premium funding allocation this academic year	£13,050
Pupil premium (and recovery premium) funding carried forward from previous years	£5,000
Total budget for this academic year	£149,800

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
3	Internal and external assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. On entry to Reception class in the last X years, between X - Y% of our disadvantaged pupils arrive below age-related expectations compared to X - Y% of other pupils. This gap remains steady to the end of KS2.
4	Our assessments, observations and discussions with pupils and families indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in significant knowledge gaps leading to pupils falling further behind age-related expectations, especially in writing and maths.
5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying, and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. X pupils (X of whom are disadvantaged) currently require additional support with social and emotional needs, with X (X of whom are disadvantaged) receiving small group interventions.

6	Our attendance data over the last X years indicates that attendance among disadvantaged pupils has been between X - Y% lower than for non-disadvantaged pupils. X - Y% of disadvantaged pupils have been 'persistently absent' compared to X - Y% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2024/25 show that more than X% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes in 2024/25 show that more than X% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: - the overall unauthorised absence rate for all pupils being no more than X%, and the attendance gap between disadvantaged pupils and their non disadvantaged peers being reduced by X%. - the percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than X% lower than their peers.
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Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£79,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3, 4
Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1

Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence:	3
CPD (including Teaching for Mastery training).	Improving Mathematics in Key Stages 2 and 3	
Improve the quality of social and emotional (SEL) learning. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	5

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£42,300**

Activity	Evidence that supports this approach	Challenge number(s) addressed

Purchase of a programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	2
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and schooled tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£28,200**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	5
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £149,800

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Part B: Review of outcomes for 2021/22 academic year

This details the impact that our pupil premium activity had on pupils in 2021 to 2022.

Overall Outcomes

☒ Good progress ☐ Average progress ☐ Minimal progress

Whilst it is important to be tentative when making direct comparisons with data from previous years, and to recognise the uneven impact of the pandemic on school performance data, it would appear the progress of our disadvantaged pupils has steadily increased. There is still a gap between our disadvantaged and non-disadvantaged cohorts, but the progress of disadvantaged pupils at GCSE seems to be getting much closer to the minimum stated goal for this three year strategy.

Teaching

☒ Good progress ☐ Average progress ☐ Minimal progress

There has been good progress in developing staff understanding of the challenges of disadvantage and the school's strategy. Evidence from learning walks indicates the focus on the support given to pupils in lessons is significantly improving, in particular with more systematic checks for understanding targeted support through scaffolding and live marking and structured opportunities for extended practice. The focus on reading also appears to be making good progress with more pupils reading in lessons using the booklets created by departments as part of the school's powerful knowledge curriculum.

Targeted academic support

☐ Good progress ☒ Average progress ☐ Minimal progress

There is evidence that pupils in both the maths and English Direct Instruction intervention groups are making progress on their targeted areas for development. Some pupils in the English group have achieved more success in translating targeted areas of reading into general comprehension, whilst those pupils whose progress is more stubborn have more severe and intractable learning and cognition needs. A follow up standardised test for maths attainment is due to take place in the new year to determine extent of progress.

Wider strategies

☐ Good progress ☒ Average progress ☐ Minimal progress

Despite the best efforts of the school to support pupils' social, emotional and mental well-being, there is still an unacceptable level of absence, disproportionately represented by disadvantaged pupils. In relative terms, attendance is in line with national averages, but on site truancy from a small group of pupils remains a challenge. The appointment of a dedicated attendance and behaviour support officer is beginning to make a difference with some harder to reach families. The Junction, the school's dedicated facility to supporting pupils' mental health, is continuing to experience high levels of referrals.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
We hired a Learning Support Assistant dedicated to the emotional wellbeing and academic achievement of service children. They help pupils create 'still photo books' and 'talking photo books' to stay connected to their deployed parent, and a memory box for if they move schools. We identified gaps in service children's education caused by moving between schools which we addressed with targeted support.
The impact of that spending on service pupil premium eligible pupils
Teachers observed improvements in wellbeing amongst service children. Assessments demonstrated progress in subject areas where extra support classes were provided.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.

Appendix 9:

Pupil premium example statement (secondary)

The pupil premium statement below is an example, created for a fictitious secondary school. Its purpose is to help you populate the [DfE pupil premium strategy statement template](#). All schools that receive pupil premium (and recovery premium) are required to complete and publish their statement on their school website by 31 December.

Before completing the template, read the Education Endowment Foundation's (EEF's) guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

This example statement is not intended to demonstrate any expectations regarding:

- *The length of your statement*
- *The volume and type of activity that you spend your funding on*
- *The external providers you use, which is why there are references to 'purchase of a programme' rather than the name of a provider (you should state the name of any external providers in your statement)*
- *The targets you should set, which is why 'X' and 'X – Y' (for a range) have been used in place of specific figures for the purposes of this example*

Referring to evidence

As per the pupil premium (and recovery premium) conditions of grant, you must draw on evidence of effective practice in your decision-making and reference this within your school's statement. You do not need to cite every piece of evidence you have referred to.

The evidence cited in this example is primarily from the EEF, as the What Works Centre for educational achievement. As above, you should consult the EEF's guide to using pupil premium before drafting your statement, but you can also draw on additional sources of evidence to support your decision-making – you should satisfy yourself that it is strong evidence and applicable to your school and pupils.

Funding allocation and pupil eligibility figures

Where you are required to enter the amount of pupil premium funding you will receive this academic year, you should provide an estimate based on the data available to you at the time you complete your statement. You may wish to amend

this when allocations are updated and when allocations for the following financial year are published.

Where you are required to state the percentage of pupils eligible for pupil premium, you should provide the figure you have at the time you complete your statement.

Pupil premium strategy statement – [insert school name]

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	950
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	June 2023
Statement authorised by	<i>name</i> , Headteacher
Pupil premium lead	<i>name</i> , Senior Deputy Headteacher
Local Trust Committee Member / Trustee lead	<i>name</i> , Vice Chair of governing board

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£238,750
Recovery premium funding allocation this academic year	£34,500

Pupil premium (and recovery premium) funding carried forward from previous years	£10,000
Total budget for this academic year	£283,250

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery following the COVID-19 pandemic, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

This section details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	The attainment of disadvantaged pupils in maths GCSE is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks. Assessments on entry to year 7 in the last X years indicate that between X - Y% of our disadvantaged pupils arrive below age related expectations compared to X - Y% of their peers. Subsequent internal and external assessments show that this gap widens by around X% during pupils' time at our school.
2	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. On entry to year 7 in the last X years, between X - Y% of our disadvantaged pupils arrive below age-related expectations compared to X - Y% of their peers. This gap persists during pupils' time at our school.
3	Our assessments, observations and discussions with pupils and families suggest that the education of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, and to a greater extent than for other pupils. These findings are supported by national studies. This has resulted in knowledge gaps resulting in disadvantaged pupils falling further behind age-related expectations, especially in maths.
4	Our observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, particularly maths and science.

5	Our assessments (including wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain high. X pupils (X of whom are disadvantaged) currently require additional support with social and emotional needs, with X (X of whom are disadvantaged) currently receiving small group interventions.
6	Our attendance data over the last X years indicates that attendance among disadvantaged pupils has been between X - Y% lower than for non-disadvantaged pupils. X - Y% of disadvantaged pupils have been 'persistently absent' compared to X - Y% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, particularly in EBacc subjects and with a focus on maths.	By the end of our current plan in 2024/25, X% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In the last X years this figure was X - Y%. 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: • an average Attainment 8 score of at least X • an EBacc average point score of at least X • at least X% passing GCSE maths at grade 5 or above
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate a X% improvement in comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.

Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by improved homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2024/25 demonstrated by: • the overall unauthorised absence rate for all pupils being no more than X%, and the attendance gap between disadvantaged pupils and their non disadvantaged peers being reduced by X%. • the percentage of all pupils who are persistently absent being below X% and the figure among disadvantaged pupils being no more than X% lower than their peers.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£164,250**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	1, 2, 3
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time. It will first be rolled out in maths and science followed by other subjects.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF	1, 4
Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance. We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)	1, 3, 4

Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area. It will be rolled out first in maths to help raise maths attainment for disadvantaged pupils, followed by subjects identified as priorities.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1, 2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£61,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	2

Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2, 3
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£57,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adoption of a cognitive behavioural therapy (CBT) intervention for specific pupils who require support with regulating their behaviour and emotions. This includes training for school staff, collaboration with our local behaviour hub and teacher release time.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	5

Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £283,250

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was X. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was X. See [DfE guidance](#) for more information about KS4 performance measures.

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the start of the pandemic. The Progress 8 score of our non-disadvantaged pupils was X, and the Attainment 8 score was X. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

EBacc entry for disadvantaged pupils was X%, which is similar to the previous X years and X% below that for non-disadvantaged pupils.

Absence among disadvantaged pupils was X% higher than their peers in 2021/22 and persistent absence X% higher. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year

We set up after-school clubs for service children and enrichment activities such as music lessons and cultural visits. We have a weekly pizza lunch day for children who have a parent deployed. This supports friendships between service pupils.

A dedicated member of staff is available to support service pupils with anxiety and loss when a family member is deployed.

The impact of that spending on service pupil premium eligible pupils

X% of all service children attended after school clubs.

All service children attended class visits and other educational experiences offered.

Teachers observed improvements in friendships between service children through these trips and experiences.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits, particularly for disadvantaged pupils.
- ensuring pupils understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed above), and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including exams and assessments, engagement in class book scrutiny, and conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.

Appendix 10: Pupil Premium Strategy Action Plan 2022-2023



Tier 1: Teaching priorities for current academic year

Priorities:

Actions	Who	Milestones	Cost	Success criteria /impact	Monitoring /who	Evaluation

Tier 2: Targeted academic support for current academic year

Priorities:						
Research:						
Actions	Who	Milestones	Cost	Success criteria /impact	Monitoring /who	Evaluation
Tier 3: Wider strategies for current academic year						
Priorities:						
Research:						
Actions	Who	Milestones	Cost	Success criteria /impact	Monitoring /who	Evaluation

Appendix 11

Pupil Premium Provision Map

DESCRIPTION OF INTERVENTION	FOCUS AREA	COST	PUPILS TARGETED	DESIRED OUTCOMES
Speech and language intervention with specialist	Communication	£2,500	Year 1 pupil premium	Improved vocabulary and language skills leading to improvements in reading and writing
Daily maths intervention programme with teaching assistant	Maths	£17,000	Year 5 pupil premium	80% of pupils eligible for pupil premium to be working at or above expectations

Appendix 12

Pupil premium case study: template

PUPIL DETAILS
• Child X • Age • Class/year group • Gender • Special educational need (SEN), if any • Ethnicity • Reason for pupil eligibility (e.g. free school meals, looked after child, services child)
DETAILS OF THE PUPIL'S OUTCOMES BEFORE INTERVENTION/SUPPORT
• Attainment in reading, writing and maths • How the levels of attainment differ from the average for non-eligible pupils in the school • How the levels of attainment differ from the national average for all pupils • Attendance record • Record of exclusions or other behavioural incidents

DETAILS OF THE INTERVENTION/SUPPORT

- Targets for improvement in each subject
- Time scales
- How the intervention is to be delivered and by whom
- Any changes to the intervention/support made during the time period of its implementation
- Pupil's engagement with the offer

ASSESSMENT OF OUTCOMES

- Where the intervention is for a long period: interim assessments of attainment in reading, writing and maths
- Final assessments of attainment in reading, writing and maths
- How the final levels of attainment differ from the average for non-eligible pupils in the school – this shows the impact on the in-school gap
- How the final levels of attainment differ from the national average for all pupils – this shows the impact on the school versus-national gap
- Final attendance level
- Changes in record of exclusions or other behavioural incidents
- Future action plan in response to lessons learned