

# Developing an Effective Pupil Premium Strategy

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# DFE Templates and Exemplars Released September 2021

## Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).  
Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

|  |  |
|--|--|
|  |  |
|--|--|

| Detail  | Data |
|---|------|
| School name   |      |
| Number of pupils in school  |      |
| Proportion (%) of pupil premium eligible pupils   |      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) |      |
| Date this statement was published   |      |
| Date on which it will be reviewed   |      |
| Statement authorised by   |      |
| Pupil premium lead  |      |
| Governor / Trustee lead   |      |

## Funding overview

| Detail  | Amount |
|---|--------|
| Pupil premium funding allocation this academic year   | £      |
| Recovery premium funding allocation this academic year  | £      |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £      |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £      |

## 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                | Add or delete rows as needed |
| 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 |
|------------------------------|------------------|
| Add or delete rows as needed |                  |
|                              |                  |
|                              |                  |

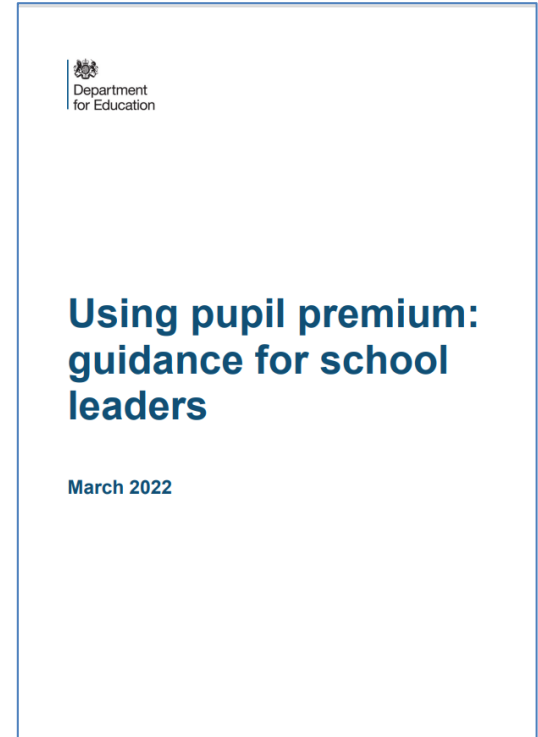


# Updating Your Statement

*'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.***



# Focus on the Pupils

Are we helping pupils become more successful learners?



# Audience



## Using pupil premium: guidance for school leaders

March 2022

*‘It is primarily for the benefit of **parents and governors and trustees.** You should write it with them in mind.’*



# The Importance of Process



*‘Evaluation should focus on **effective processes, as well as outcomes.** The process is critical for ensuring that disadvantaged pupils are thriving in the classroom and attaining well.’*



# Statement of Intent

## 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, 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

**The statement of intent is an opportunity for schools to tell their story, beyond simplistic data. The key questions are listed on the document.**

**But for me this is about explaining to both internal and external stakeholders about our ambitions, how we aim to achieve them and what are our underpinning values and principles. The 'intent' is something that all school staff should understand at a strategic level, and what their individual roles are making a reality.**

**Do you recognise your school from the intent statement?**



# Challenges

## *‘Have you accurately identified the needs of your disadvantaged pupils in your school?’*

- How does disadvantage impact on pupils’ learning (in the individual school context)?*
- What are the \*controllable\* factors impacting on disadvantaged pupils’ learning?*
- What factors are MOST preventing disadvantaged pupils from thriving in the classroom and in wider school life?’*







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

|   | Detail of challenge / barrier to learning.  |
|---|---|
| 1 | Majority of our children start school below and in a significant number, well below their age expectations especially in the areas of speech, vocabulary and basic mathematics. This evidences as significant / moderate speech and language delay including limited vocabulary and understanding of spoken language' which impacts early reading and writing development and reduced confidence in numeracy based on a lack of understanding of number recognition, facts and application.                   |
| 2 | Many children join our school not 'nursery ready' due to parents not fully understanding their role in giving their child the skills needed for a flying start at school. Poor social, emotional and personal skills, a lack of understanding or knowledge of the wider world, alongside their poor communication and language mean they start school with gaps to many of their non-vulnerable peers. They start at a deficit and then must spend time and effort making this up so fall behind their peers. |
| 3 | A lack of parental aspiration (consequently lack of children's aspirations) combined with poor engagement with school leads to some parents not always understanding their child's and school expectations and intended outcomes along with the opportunities they will have at school.   |
| 4 | Limited communication and literacy skills (lack of opportunities to talk, experience books and support to read at home) means our children's early reading and phonic knowledge is adversely impacted.  |
| 5 | Data for attendance indicates that our vulnerable children's attendance is lower than our non-vulnerable children. Data shows several of our vulnerable children show as persistently absent.<br>Poor attendance and lateness have a negative impact on all but especially vulnerable children's progress.  |
| 6 | 81% of our children live in the bottom 30% of the most deprived areas. Limited financial stability means parents cannot provide varied experiences or opportunities for their children to understand there is a world outside their locality. So, our children's knowledge and aspirations are limited.   |

Being wary of a deficit discourse around disadvantage

Focus on what's in our gift.



# Precision matters...



### Challenges.

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Attendance and Punctuality                                   |
| 2                | Limited access to experiences beyond their local area.       |
| 3                | Social and Emotional   |
| 4                | Speech and Language deprivation                              |
| 5                | Parental Engagement  |
| 6                | Reading Writing and maths outcomes not as strong as national |



### Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Internal and external (where available) assessment indicate children's fluency/decoding skills to support stamina for reading have significant weaknesses and gaps, therefore they cannot read with sufficient fluency.  |
| 2                | Internal and external (where available) assessment shows that a significant minority of children have gaps in basic maths knowledge, including their vocabulary.   |
| 3                | In light of the recent school closures, pupils' wider experiences from their home life have become increasingly limited for some children. The school's demographic of white British limits their understanding of key themes i.e. equality, diversity etc.                            |
| 4                | Observations and discussions with pupils suggest that many pupils do not have a range of cognitive strategies to draw upon, relying on a favoured strategy which may not be best suited to a task. Due to this, some pupils are not motivated to tackle potentially challenging tasks. |
| 5                | Attendance data shows a disproportionate number of disadvantaged pupils are classed as persistent absentees and therefore do not fully engage with school life. This has a negative impact on their social and emotional development as well as academic progress.                     |
| 6                | Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention, including social, emotional and mental health support.   |



# Intended Outcomes

**Intended outcomes are determined before activities. Experience tells us the level of resource and expertise needed to address disadvantage is often underestimated, especially when we don't clearly define intended outcomes.**

**Well defined success criteria are key to good / dispassionate impact evaluation. Decouple impact evaluation from accountability. Vague success criteria make it easier to claim success. Remember that colleagues involved in the implementation of an approach are not always the best judges of success. Be wary of activity being mistaken for outcomes.**

**The intended outcomes link should closely to the challenges pupils face.**

## 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 from 2024/25 demonstrated by: <ul style="list-style-type: none"><li>• qualitative data from student voice, student and parent surveys and teacher observations</li><li>• a significant reduction in bullying</li><li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li></ul>  |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.              | Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"><li>• the overall 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%</li><li>• 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.</li></ul> |



# Intended outcomes and success criteria

- *‘It is important to be mindful of success criteria that are actually activities.’*
- *‘Long term goals should centre on pupils’ learning.’*



# Activity

The activity section uses the EEF’s tiered model. There is no longer any need to list the individual costs of activities, just the budget associated with each tier.

Schools should link activities with challenges and ensure that activity is informed by research evidence that it may be effective. It is important to remember that research evidence can only point us in the right direction. We should use it to inform our decision making, not justify it. Evidence we can use goes beyond the EEF toolkit and may include small, in school experiments as well as meta-analysis and RCTs.

**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 <del>standardised</del> diagnostic assessments.<br><br>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:<br><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a> | 1, 2, 3, 4                    |
| Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.<br><br>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:<br><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a>                     | 1                             |
| Purchase of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> 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.<br><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>   | 2                             |
| Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.<br><br>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources                                  | 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:<br><a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  | 3                             |



# ‘It’s just quality first teaching...’ NO!

- Pupils with strong language, good background knowledge, self-efficacy & good self-regulation skills can thrive, even if elements of teaching such as explanations relationships are not always perfect.
- Pupils with more limited language, background knowledge & self-regulation skills need the highest quality explanations, formative assessment & strong relationships. High quality, inclusive teaching matter for all pupils, but particularly for those that find learning more difficult.





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# Please Get in Touch

I would love to hear your questions, feedback or ideas for content, so please do get in touch:

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