

# Tackling Educational Disadvantage

## The Basics

Victoria Flynn

HIAS Inspector Advisor

[Victoria.Flynn@hants.gov.uk](mailto:Victoria.Flynn@hants.gov.uk)

# Who is this Video For?

**Leaders, teachers, support staff, governors...**

**Anyone who:**

- wants clarity of what is meant by 'disadvantaged pupils'
- wants clarity about statutory requirements of schools
- wants to know what information and support is available



## Tackling Educational Disadvantage Useful Links

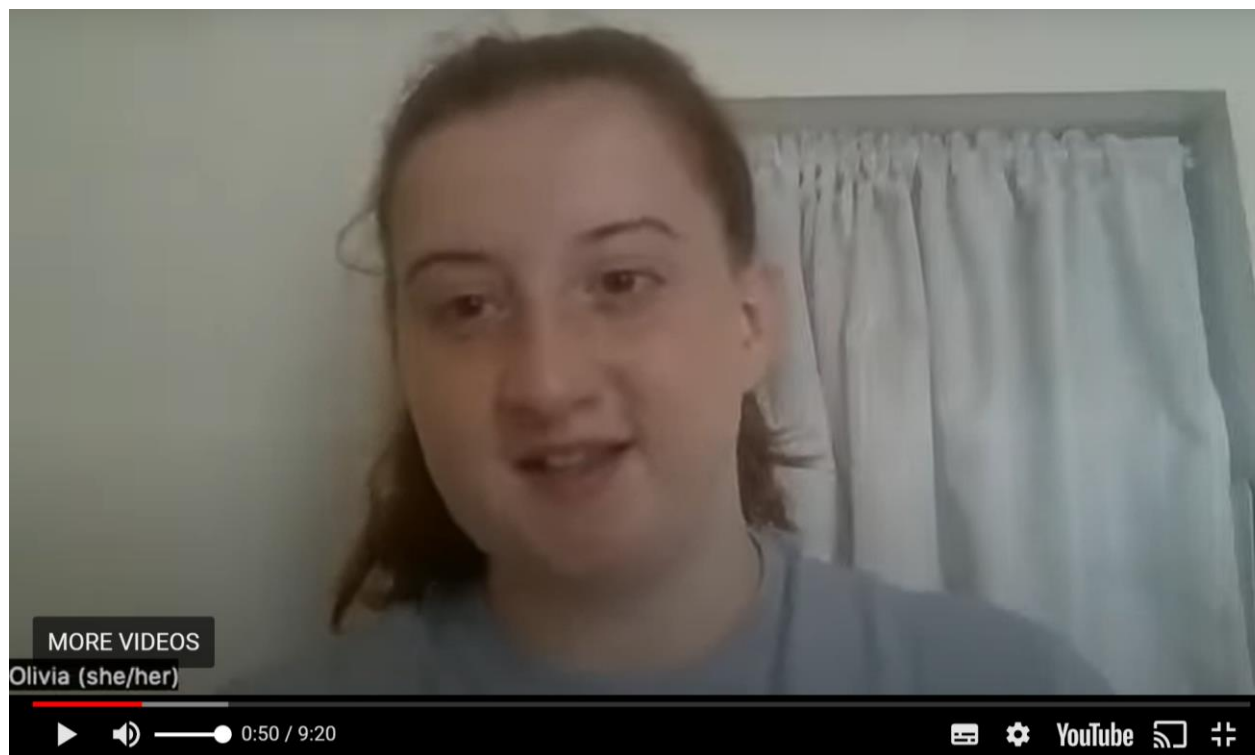
**PLEASE WATCH:**

<https://www.those-that-can.com/dont-call-me-disadvantaged/>

- 1) [Pupil eligibility and funding rates 2022 to 2023](#)
  - It is well worth reading this full webpage for clarification.
  - For example, there is a section on non-eligible pupils:  
|
- 2) [DFE: Information on pupil premium funding, how school leaders can use it effectively and pupil premium strategy statements.](#)
  - There are also exemplar strategy statements
- 3) [The Education Endowment Foundation \(EEF\) Website](#)
  - You can access the EEF Guide to the Pupil Premium here
  - The guidance reports are particularly useful as these summarise the research evidence for particular areas, including, literacy, feedback, metacognition and working with parents
  - The 'projects and evaluation' section also allows you to see the evidence of impact for particular approaches and programmes
- 4) [EEF: Pupil Premium Menu](#)

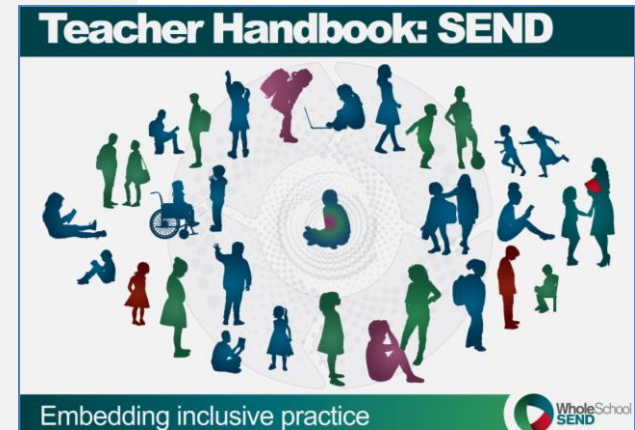
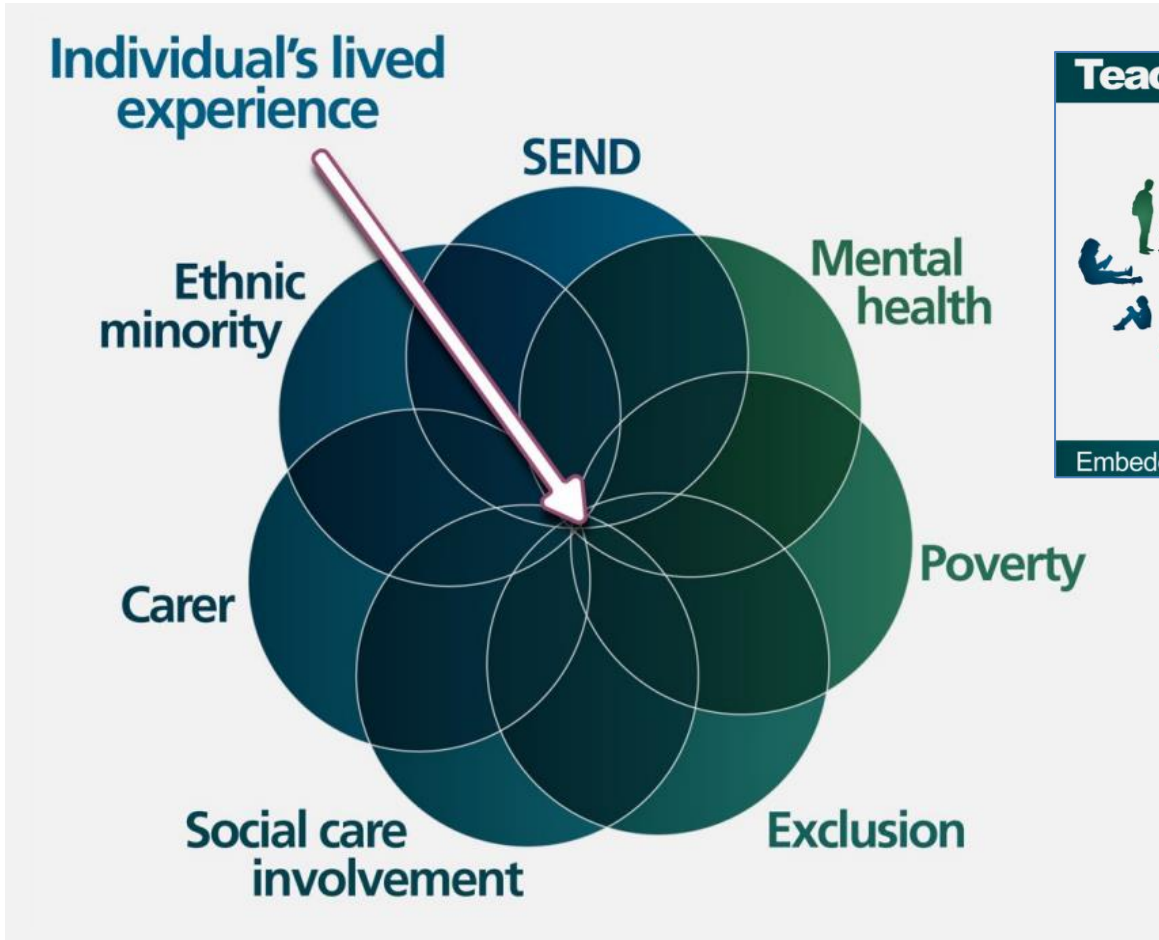
*'From the start of the 2022 to 2023 academic year, any activities in your plan must align with the 'menu of approaches'. This is designed to help you to spend your pupil premium effectively.'* – DFE **Using pupil premium: guidance for school leaders**
- 5) [The Teaching and learning Toolkit](#)
  - You can sort by impact, evidence or cost to explore appropriateness of strategies
- 6) [Families of Schools Database](#)
  - Shows your school's position within a 'family' of 50 schools which have pupils with similar characteristics

# A speech by Olivia Taylor



[www.those-that-can.com/dont-call-me-disadvantaged](http://www.those-that-can.com/dont-call-me-disadvantaged)

# Why Labels Don't Work



# Who are your 'disadvantaged' pupils?

- Pupils can be disadvantaged and/or vulnerable for a variety of reasons. In this context, the focus is on *socio-economic* disadvantage.



# Pupil eligibility and funding rates 2022 to 2023

This table shows how pupil premium funding is allocated to schools and local authorities. Allocations are provided on a financial year basis, based on the following pupil eligibility rates.

<b>Pupil eligibility criteria</b>	<b>Amount of funding for each primary-aged pupil per year</b>	<b>Amount of funding for each secondary-aged pupil per year</b>	<b>Funding is paid to</b>
<b>Pupils who are eligible for free school meals, or have been eligible in the past 6 years (including eligible children of families with no recourse to public funds)</b>	£1385	£985	School
<b>Pupils who have been adopted from care or have left care</b>	£2410	£2410	School
<b>Children who are looked after by the local authority</b>	£2410	£2410	Local authority

[\*\*Pupil premium: overview - GOV.UK\*\*](#)

## Non-eligible pupils

Schools do not have to spend pupil premium so it solely benefits [eligible pupils](#). They can use it wherever they identify the greatest need. For example, they might spend it on pupils who do not get free school meals but:

- have or have had a social worker
- act as a carer

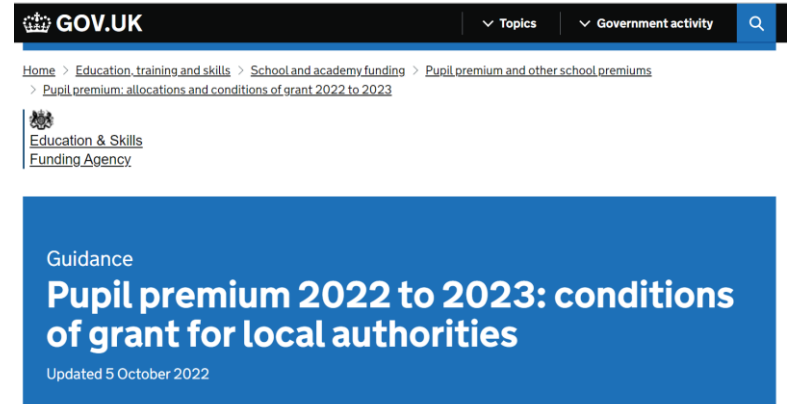
Using pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, schools will inevitably benefit non-eligible pupils as well.

[Pupil premium: overview - GOV.UK](#)



# Specific support for previously looked-after children (PLAC)

*‘It is the responsibility of the school to ensure that their use of PPG **addresses the specific needs of PLAC** attending the school.’*



GOV.UK

Topics Government activity

Home > Education, training and skills > School and academy funding > Pupil premium and other school premiums > Pupil premium: allocations and conditions of grant 2022 to 2023

Education & Skills  
Funding Agency

Guidance  
**Pupil premium 2022 to 2023: conditions of grant for local authorities**  
Updated 5 October 2022

[Pupil premium 2022 to 2023: conditions of grant for local authorities - GOV.UK](https://www.gov.uk/guidance/pupil-premium-2022-to-2023-conditions-of-grant-for-local-authorities)

[www.hants.gov.uk/educationandlearning/virtual-school/previously-looked-after](http://www.hants.gov.uk/educationandlearning/virtual-school/previously-looked-after)

# Specific support for looked-after children (LAC)

*'It is the responsibility of the Virtual School Head (VSH) in the local authority that looks after the child, in consultation with the child's educational setting, to ensure that **PPG is used to support those children's educational needs in accordance with their personal education plans.**'*

*'The local authority can pool any amount of LAC PPG to fund activities that will benefit a group, or all, of the authority's looked-after children.'*

[Pupil Premium Plus and funding | Hampshire County Council](#)

# Service Pupil Premium



*‘The SPP is there for schools to provide mainly pastoral support for service children, whereas the pupil premium (PP) was introduced to raise attainment and accelerate progress within disadvantaged groups.*

*Schools should not combine SPP with the main PP funding and the spending of each premium should be accounted for separately.’*

# Important to note...



- If we can get it right for pupils most vulnerable to underachievement, we can get it right for everyone.
- All pupils will benefit.

# 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.

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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> 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	

## Condition of grant

## Take a long-term view: 3-year plans

[Pupil premium:  
overview - GOV.UK](#)

***‘Primarily for the benefit of parents and governors and trustees’*** and that it should be written, ***‘with them in mind’***.

# PUPIL PREMIUM

The tiered model and menu of approaches

# Pupil Premium menu evidence brief



## 1 HIGH QUALITY TEACHING

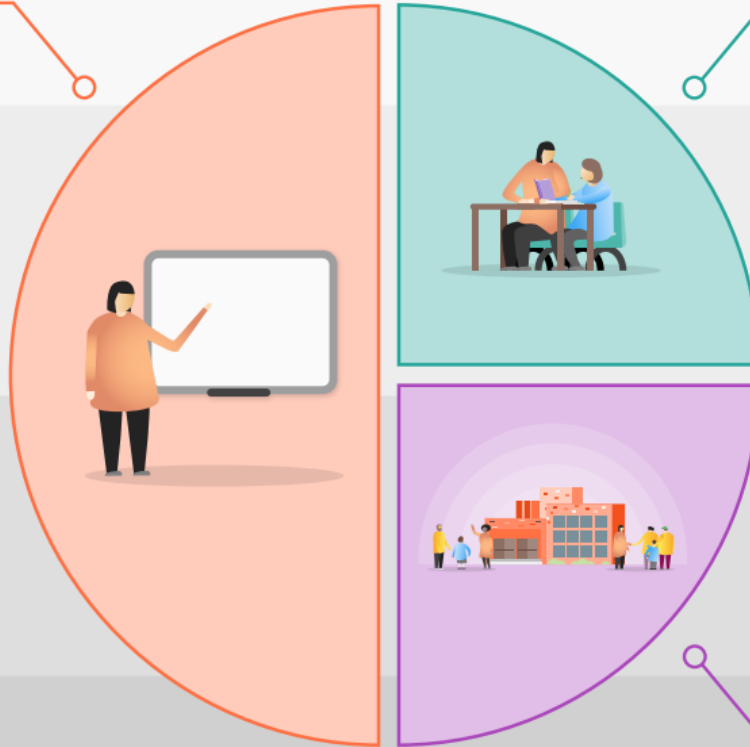
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils

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



## 2 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

## 3 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



### Further information on the Pupil Premium

This QR code will take you to our Pupil Premium page, which includes an evidence brief with supporting resources for each approach listed.

<https://eef.li/pupil-premium/>




# Pupil Premium Menu: Evidence Brief

*‘From the start of the 2022 to 2023 academic year, any activities in your plan must align with the ‘menu of approaches’. This is designed to help you to spend your pupil premium effectively.’*

– DFE Using pupil premium: guidance for school leaders



**PUPIL PREMIUM MENU**  
EEF Evidence Brief



The evidence brief below is intended to support schools considering potential approaches for pupil premium spending. To support planning, the evidence brief explores the evidence related to the Department for Education's 'menu of approaches' and signposts high-quality evidence and practical resources. When developing a pupil premium strategy, schools should first diagnose the specific barriers that their disadvantaged pupils are facing.

The EEF's [Guide to the Pupil Premium](#) is a helpful starting point for schools.

It is available online, and free to download at [www.eef.org.uk/pupil-premium](http://www.eef.org.uk/pupil-premium)

1

High quality teaching

**Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils**

Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curricular materials, or investment in the use of standardised assessments. Supporting resources:

- The EEF's [guidance on effective practice, evidence-based advice to schools on a range of topics to support high-quality teaching](#), such as improving literacy, maths, science and improving teacher feedback. The [EEF Toolkit](#) includes summaries of the best available evidence on approaches.
- Evidence Based Education's [Great Teaching Toolkit](#) provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness.
- Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF's [Scientific Evidence on Learning, Cognition, Attention and the Subliminal](#) summarises the evidence for teachers.

**Professional development on evidence-based approaches**

Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a coherent approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice. Supporting resources:

- The EEF's [Toolkit on guidance on research](#).
- The EEF's [Guidance on Professional Development](#) guidance report offers support in designing and delivering PD and selecting internal PD.
- The EEF has developed support tools to go alongside the 'Effective Professional Development' guidance, such as [Guidance on evidence-based support](#), and [menu page](#).

**Mentoring and coaching**

A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be adopting a mentoring or coaching approach. Supporting resources:

- The EEF's guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Guidance Mechanism of Choice', which are the essential elements that make mentoring or coaching more likely to be effective.

**Recruitment and retention of teaching staff**

Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding. Managing workload and supporting the delivery of effective professional development are key to motivating great teachers. Investing in additional recruitment strategies, or teaching retention (e.g. high-quality professional development, may be practical approaches selected by school leaders. Supporting resources:

- The EEF's [Guidance on Professional Development](#), evidence report.
- Schools may choose to refer to other tools to manage workload, including the DfE's [Schools Survey: Workload Collection](#), which offers support and practical resources.

**Technology and other resources focused on supporting high quality teaching and learning**

Schools use technology in many ways and with a wide range of aims. These vary from seeking to change classroom practice directly to others that support schools more broadly, for example by tracking pupil data. To improve learning, schools should consider the specific barriers technology is addressing, particularly for disadvantaged pupils, and use technology in ways that is informed by effective pedagogy. Supporting resources:

- The EEF's [Guidance on Digital Technology in Learning](#) offers the best evidence available and includes a number of practical examples of technology being used in ways which support improved teaching and learning.
- The EEF's [Guidance on the Remote Learning Rapid Evidence Assessment](#) presents the key findings from the report on strategies to support remote learning.

2

Targeted academic support

**Interventions to support language development, literacy, and numeracy**

Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst ensuring pupils' access to the curriculum. Supporting resources:

- The EEF's [Guidance on Literacy](#) tool offers evidence-informed guidance to select an apt programme.
- The EEF has dedicated web pages on effective approaches to support [writing](#) and [mathematics](#).

**Activity and resources to meet the specific needs of disadvantaged pupils with SEND**

Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources:

- The EEF guidance report on [Social, Emotional and Mental Health in Learning](#) includes 6 evidence-based recommendations to support pupils with SEND.

**Teaching assistant (TA) deployment and interventions**

Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources:

- The EEF guidance report on [Using the Best of Class Teaching Assistant](#) includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction.
- The EEF Toolkit has a strand on [guidance on targeted interventions](#).

**One to one and small group tuition**

Intensive individual support, either one to one or as a small group, can support pupil learning. This is most likely to be impactful if provided in addition to and explicitly aligned with normal lessons. Schools should think carefully about implementation of tuition, including assessment of learning gaps, careful selection of curriculum content, ensuring those delivering tuition are well-prepared, and monitoring impact. Supporting resources:

- The EEF Toolkit has a strand on [guidance on tuition](#) and [guidance on small groups](#).

**Peer tutoring**

Peer tutoring includes a range of approaches in which pupils work in pairs or small groups to provide each other with explicit teaching support. Such an approach is likely to require careful coordination, training and development, along with assessment that is likely to require teacher leadership. Supporting resources:

- The EEF Toolkit has a strand on [guidance on tutoring](#).

3

Wider strategies

**Supporting pupils' social, emotional and behavioural needs**

Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-school approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources:

- The EEF guidance report on [Social, Emotional and Mental Health in Learning](#) includes 5 core competencies to be taught explicitly.
- The EEF guidance report on [Supporting Children's Learning](#) includes 6 recommendations to support evidence informed decisions about behaviour strategies.
- The EEF Toolkit has a strand on [guidance on social and emotional learning](#) and [behaviour interventions](#).

**Supporting attendance**

There is a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance. Supporting resources:

- The EEF guidance report on [Working with Parents to Support Children's Learning](#) includes a focus on offering more intensive support, which can include approaches to support attendance.

**Extracurricular activities including sports, outdoor activities, arts, culture and trips**

Extracurricular activities are an important part of education in its own right. These approaches may increase engagement or learning, but it is important to consider how increased engagement will be translated into improved teaching and learning. Supporting resources:

- The EEF Toolkit has a strand on [guidance on clubs](#).

**Extended school time, including summer schools**

Extended school time encompasses purposeful changes to the school day or the school calendar. This can extend upon ones learning, such as targeted after school provision of tuition, homework, or additional summer school programmes. Such programmes are more likely to deliver academic benefits when clearly structured, linked to the curriculum and led by well-qualified and well-trained staff. Schools should consider the cost and implications on teacher time when considering extended school time approaches. Supporting resources:

- The EEF has a strand on [guidance on school time, summer schools](#) and [guidance on](#).

**Breakfast clubs and meal provision**

There is some evidence that providing free, universal, before school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance. Supporting resources:

- The EEF has independently evaluated the [Maze Breakfast programme](#).

**Communicating with and supporting parents**

Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or labelling positive communications about learning, can prove effective for schools. Supporting resources:

- The EEF Toolkit has a strand on [parental engagement](#).
- The EEF guidance report on [Working with Parents to Support Children's Learning](#) offers practical approaches and insights for communicating 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.’*



# Further information

For more information, read the:

- guidance for school leaders on [using pupil premium](#)
- [Education Endowment Foundation's guide to using pupil premium](#)
- the [allocations and conditions of grant](#).

# Please Get in Touch

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

[Victoria.Flynn@hants.gov.uk](mailto:Victoria.Flynn@hants.gov.uk)

