

National perspectives on the pupil premium to raise attainment

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**Department
for Education**

**Capita conference: Implementing the Pupil Premium
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Content

- **Rationale** – national and international perspective
- **Wider policy context** – how is this all meant to fit together
- **Attainment of disadvantaged** pupils – what we know
- **What are our incentives** – making the premium work
- **Key to success** – what we know works and does not work
- **Understanding context** – pupils, schools and success

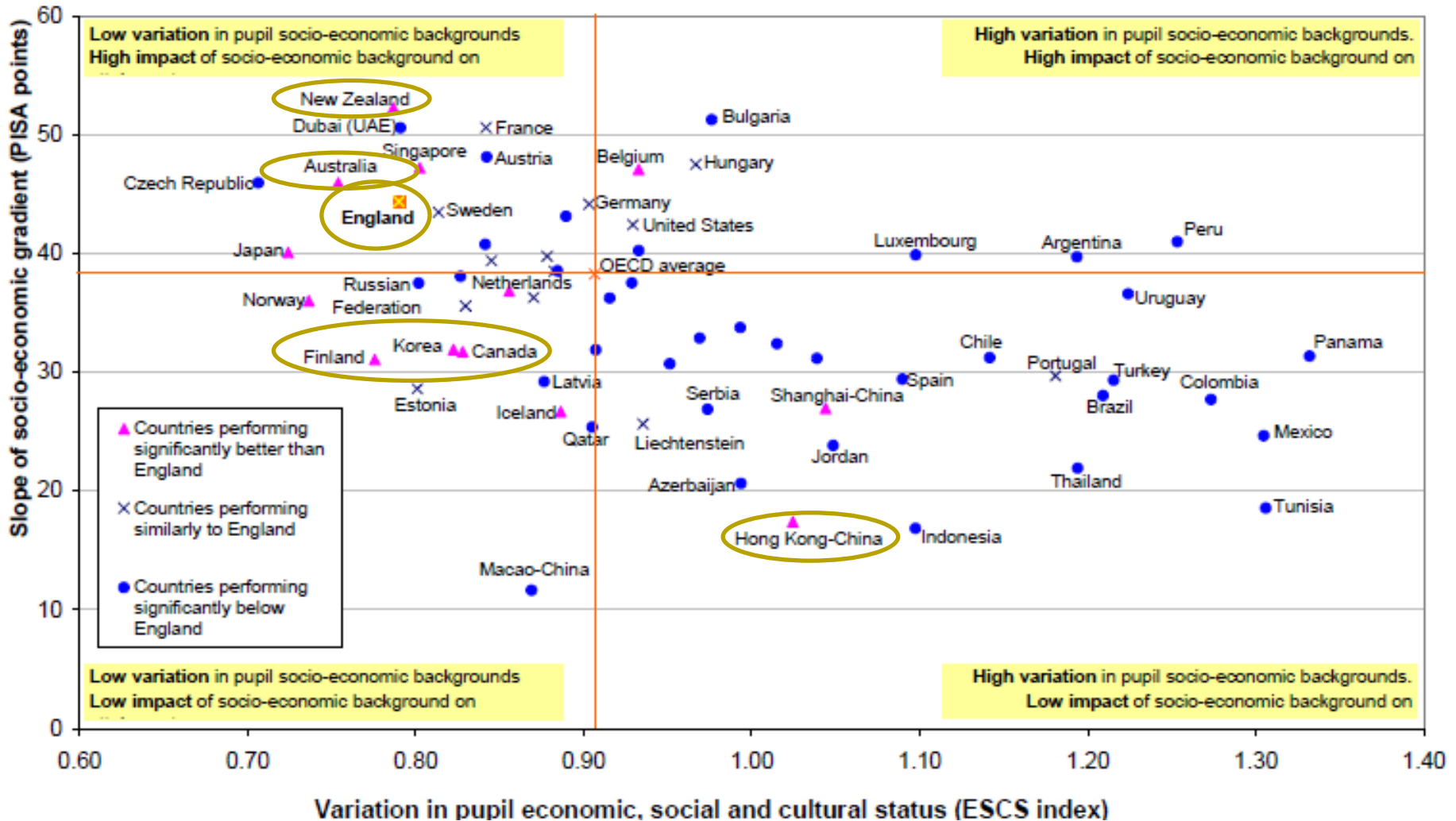


“...no country that wishes to be considered world class can afford to allow children from poorer families to fail as a matter of course”

Prime Minister and Deputy Prime Minister



Poverty, equity and attainment



The Importance of Teaching White Paper

- **raise attainment** for all children and young people, especially those from **disadvantaged families**
- attract even more **outstanding people** into an already great profession
- extend **school freedoms**, reforming **performance tables** and reforming **inspection**
- stronger **leadership**, more intelligent **accountability** and, above all, improvements in **teaching quality** are essential
- benchmark **expectations** in the national curriculum against the expectations of the most successful nations
- ensure that our **qualifications** match the best in the world, providing a good basis for further study and employment

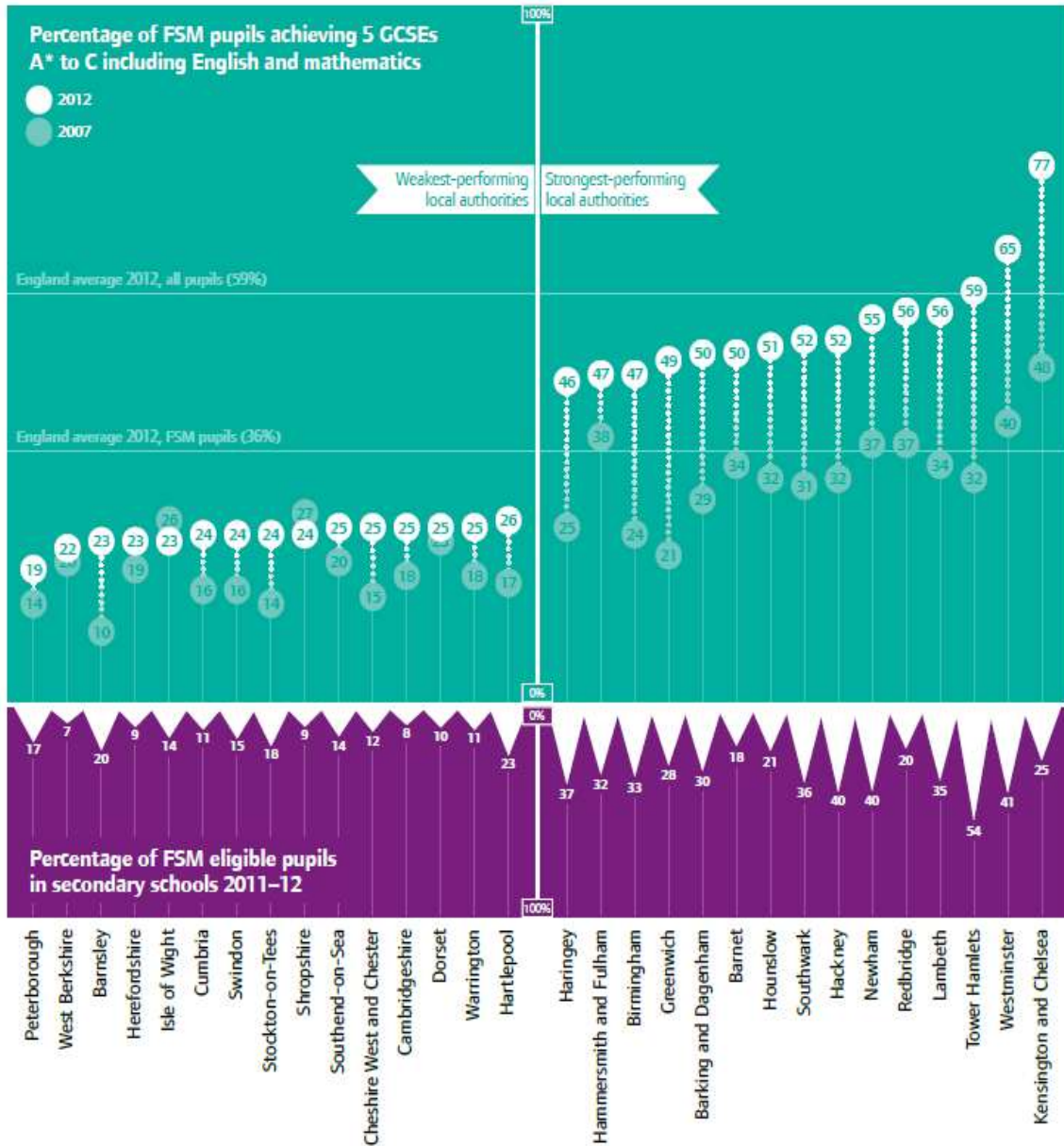


Attainment and the gap

- What do we mean by disadvantage:
 - low income families as defined by fsm eligibility
 - looked after children and care leavers
- The gap gets wider as pupils get older:
 - 16% gap (68% pp vs. 84% non-pp) in level 4 at 11
 - 26% gap (39% pp vs. 66% non-pp) in 5A-Cs at 16
- Big variations between schools and between LAs
 - Level 4 gap: Tower Hamlets 6%; West Berks 26%
 - GCSE gap: London under 20%
Bucks 40%; Wokingham, Southend 41%



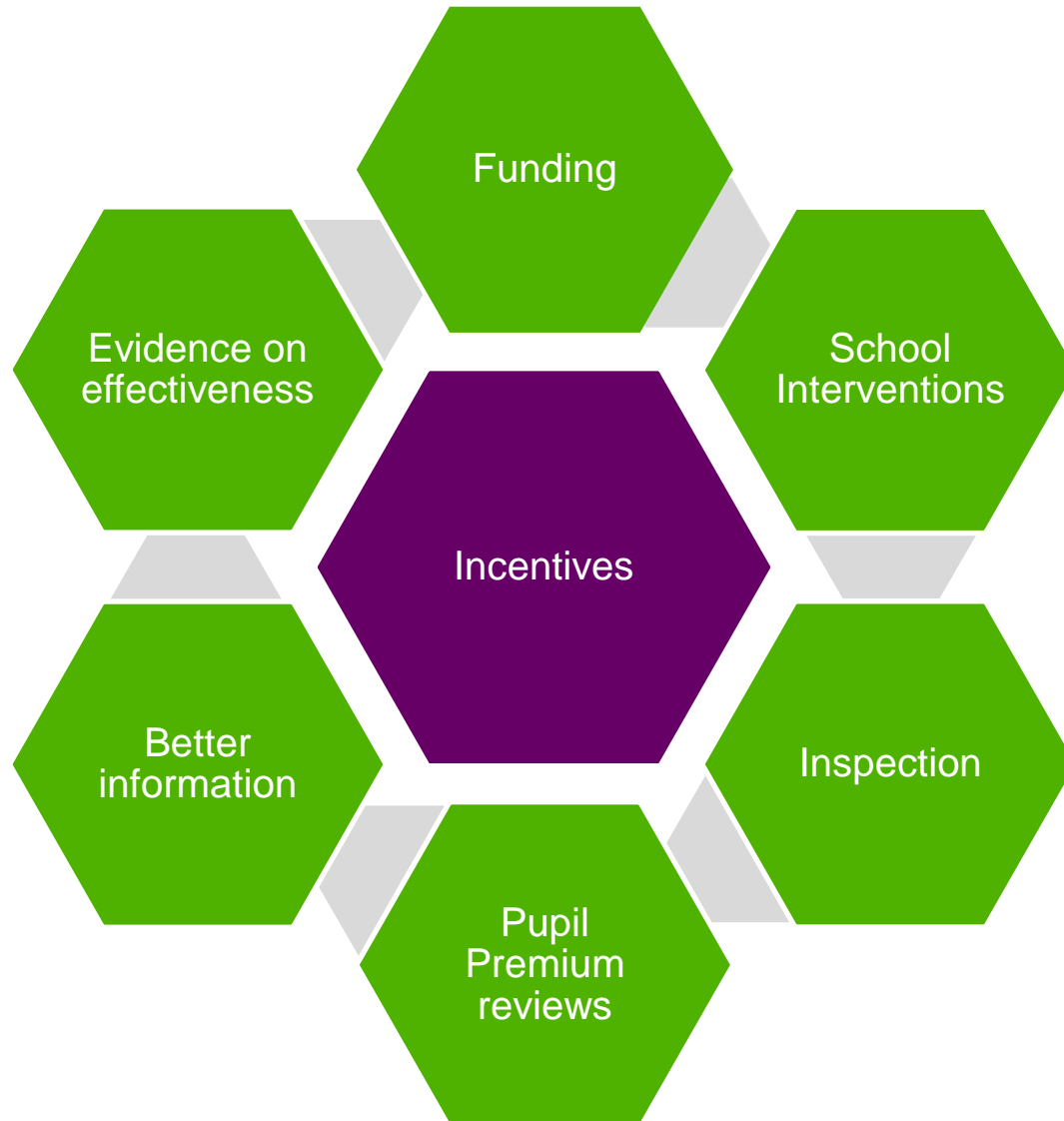
Variation in local areas – GCSE 2007 to 2012



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Figures for 2007 are based on final data. 2012 figures are based on revised data. Based on pupils in state-funded schools (including academies and city technology colleges) at the end of Key Stage 4 in each academic year. Source: Department for Education

Our policy incentives



Funding

Since April 2011, additional and rising targeted school funding for disadvantaged pupils:

- £625million in 2011-12 – £488 per pupil
- £1.25billion in 2012-13 – £623 per pupil
- £1.875bn in 2013-14 – £900 per pupil
- £2.5billion in 2014-15:
 - £1300 primary-aged pupils
 - £935 secondary-aged pupils
 - £1900 for all looked-after children, adopted children and care leavers



School interventions

Schools have the **freedom to choose** the interventions they consider to be **most effective** and **cost-effective**, but need to publish online:

- the school's pupil premium allocation for the current academic year
- details of how you intend to spend the allocation
- details of how you spent the previous academic year's allocation
- how it made a difference to the attainment of disadvantaged pupils



Inspection

From Sept 2013, sharper “Section 5” **inspections**, more focussed on attainment of disadvantaged pupils:

- schools will now not normally be judged “outstanding” if – among other things – disadvantaged pupils are not making good progress
- schools judged “requiring improvement” overall and on leadership where disadvantaged pupils are not making good progress are likely to have a **Pupil Premium review** recommended

Read the new [framework](#) document



Pupil premium reviews

From Sept 2013, any school can commission a **Pupil Premium review**. The review:

- will identify effective action for raising the attainment of disadvantaged pupils
- should be led by a system leader, usually from the National College for Teaching and Leadership (NCTL), with a track record in this area
- can be paid for using pupil premium funding
- does not require an Ofsted recommendation – any school can commission a review

NCTL have a [directory](#) of system leaders



Better information

From October 2013, **better information** on the achievement of disadvantaged pupils, with:

- clearer attainment data on disadvantaged pupils for schools in RaiseONLINE (Oct 2013, primary, Dec 2013, secondary)
- new three-year rolling average measures in performance tables (Dec 2013, primary, Jan 2014, secondary):
 - overall attainment of disadvantaged pupils
 - relative progress of disadvantaged pupils
 - gap in attainment with peers.





Evidence of effectiveness

Since February 2012, the **Education Endowment Foundation (EEF)** has awarded £28.7m to 56 projects, including 23 on literacy catch-up.

- most are **rigorously evaluated** using randomised controlled trials (RCTs)
- knowledge gained will be published on a termly basis from January 2014

See EEF [teaching and learning toolkit](#) to provide accessible evidence and advice on the effectiveness of a range of approaches.



Related activity

John Dunford – our Pupil Premium champion

- chair of Whole Education and the Chartered Institute of Educational Assessors and former ASCL general secretary
- speaking up and down the country to school leaders
- feed back directly to the Department on issues raised

Summer schools

- aims to support transition from primary to secondary in 2012 and 2013
- around 2000 school supported ~58,000 Year 7s this summer, compared with around 1700 school supporting ~39,000 pupils in 2012
- evaluation identified benefits inc. quicker settling in and readiness to learn

Pupil Premium awards

- up to £10,000 for schools that are doing the most to boost the achievement of disadvantaged pupils.
- winners and runners up announced at an awards ceremony on 8 July 2013



How are schools doing it successfully?

Ofsted's [2013 report](#) gives characteristics of successful schools

- use **data** – including your own data – to analyse progress
- use research **evidence** to identify interventions
- use **best teaching staff** for intervention groups
- give **systematic feedback** to pupils
- ensure teachers **know who their disadvantaged pupils are**
- Ensure teachers are **responsible** for accelerating progress
- **monitor and evaluate** impact on pupil results
- **involve governors** in planning and evaluating.



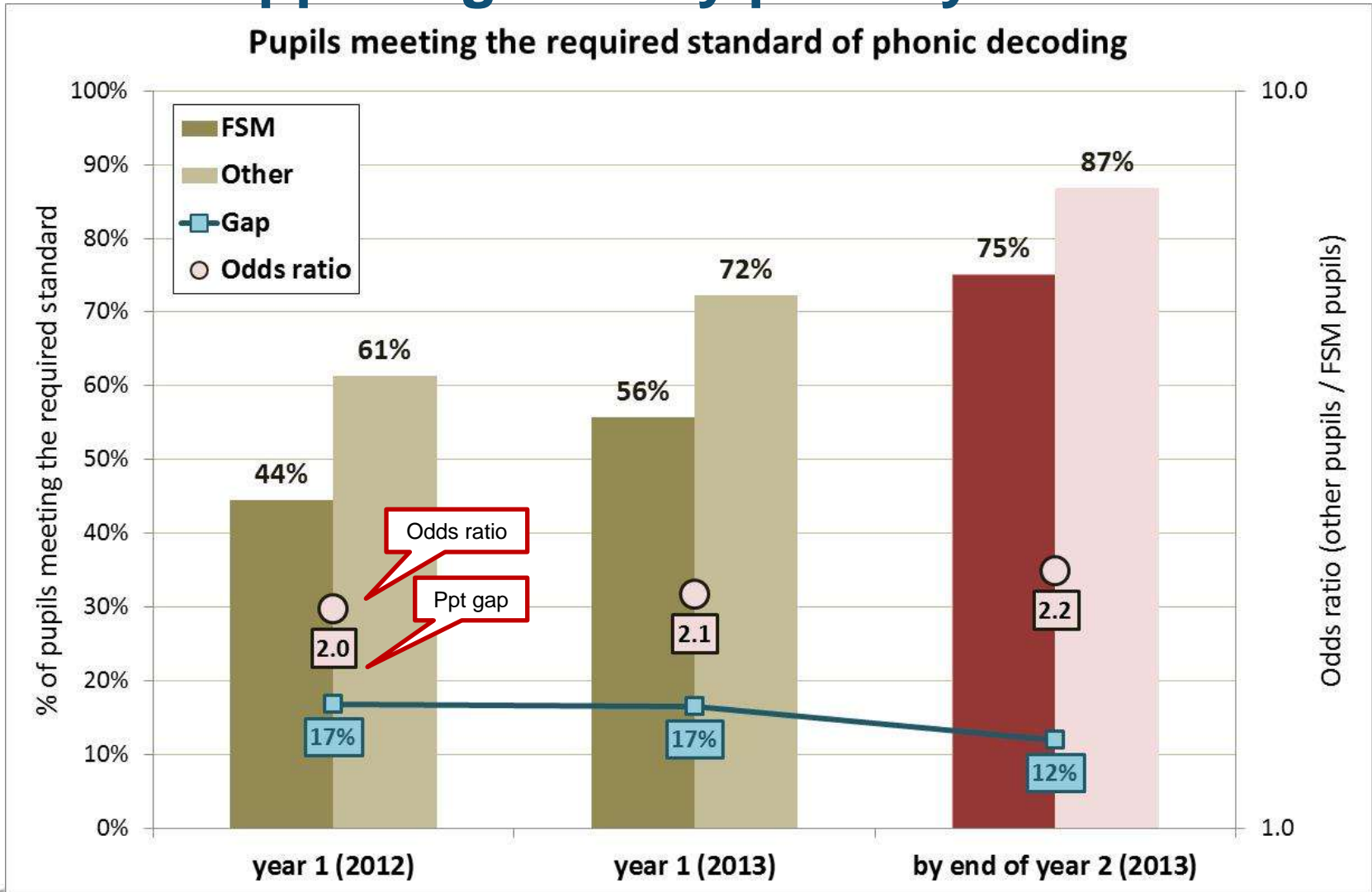
What do we worry about?

Independent [2013 evaluation report](#) and Ofsted [2012 report](#) identified less effective practice, including:

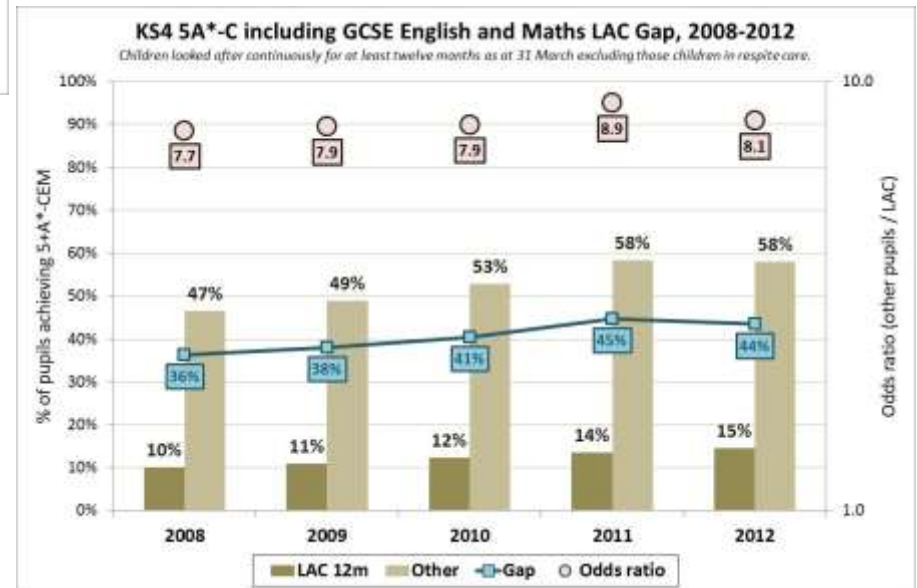
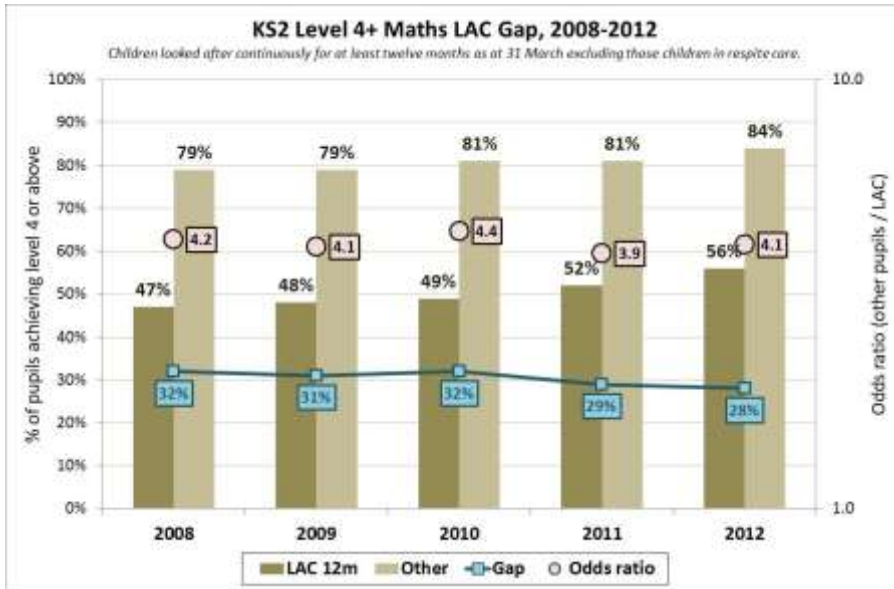
- where school are **not sufficiently clear** about who their disadvantaged pupils are
- where schools are **not prioritising disadvantaged pupils** as intended
- where the choices about what interventions or training to invest in are **not evidence-based**



What is happening in early primary?



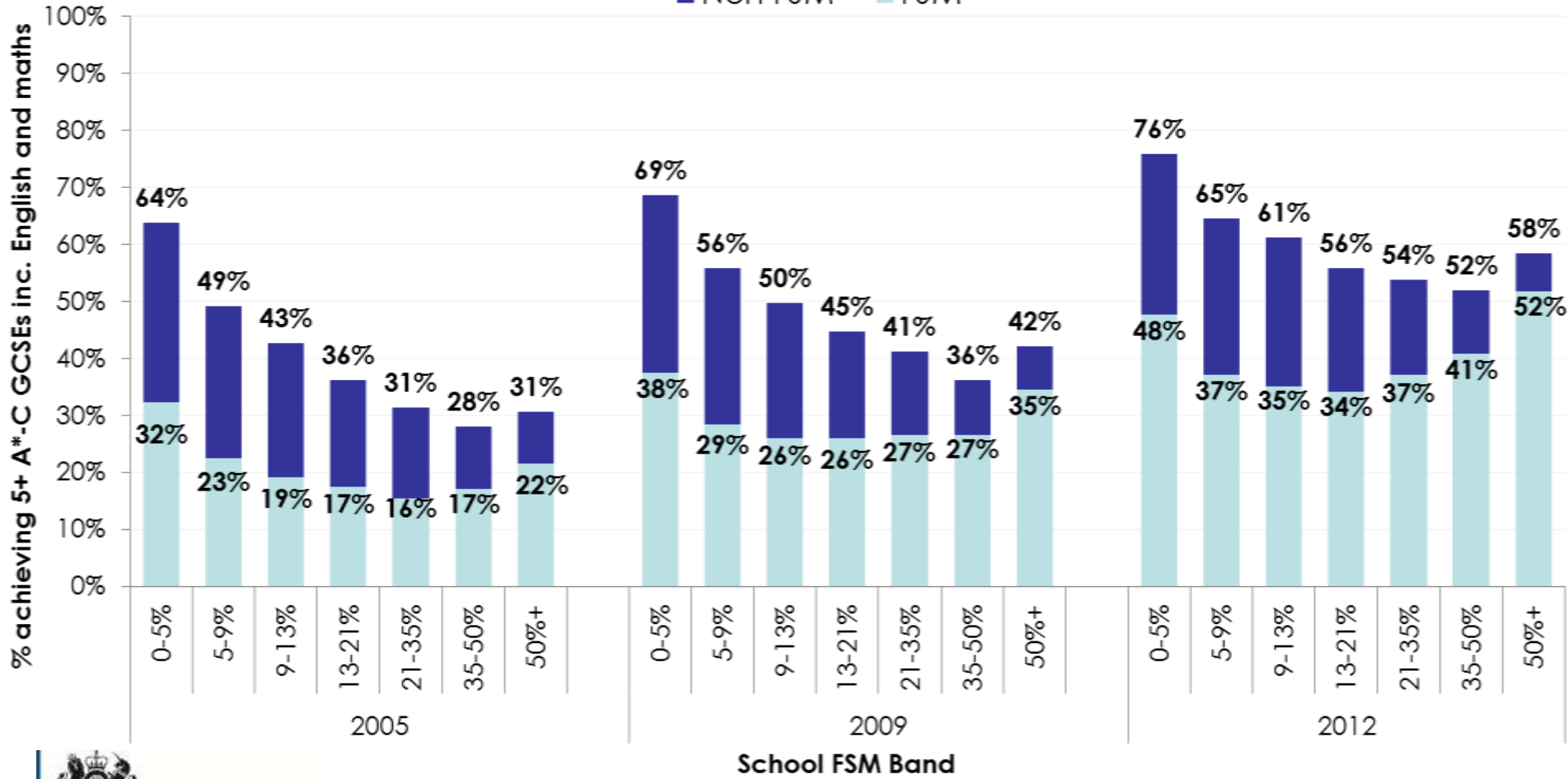
What about looked after children?



How is achievement related to school context?

KS4 attainment by School FSM Band

■ Non-FSM ■ FSM

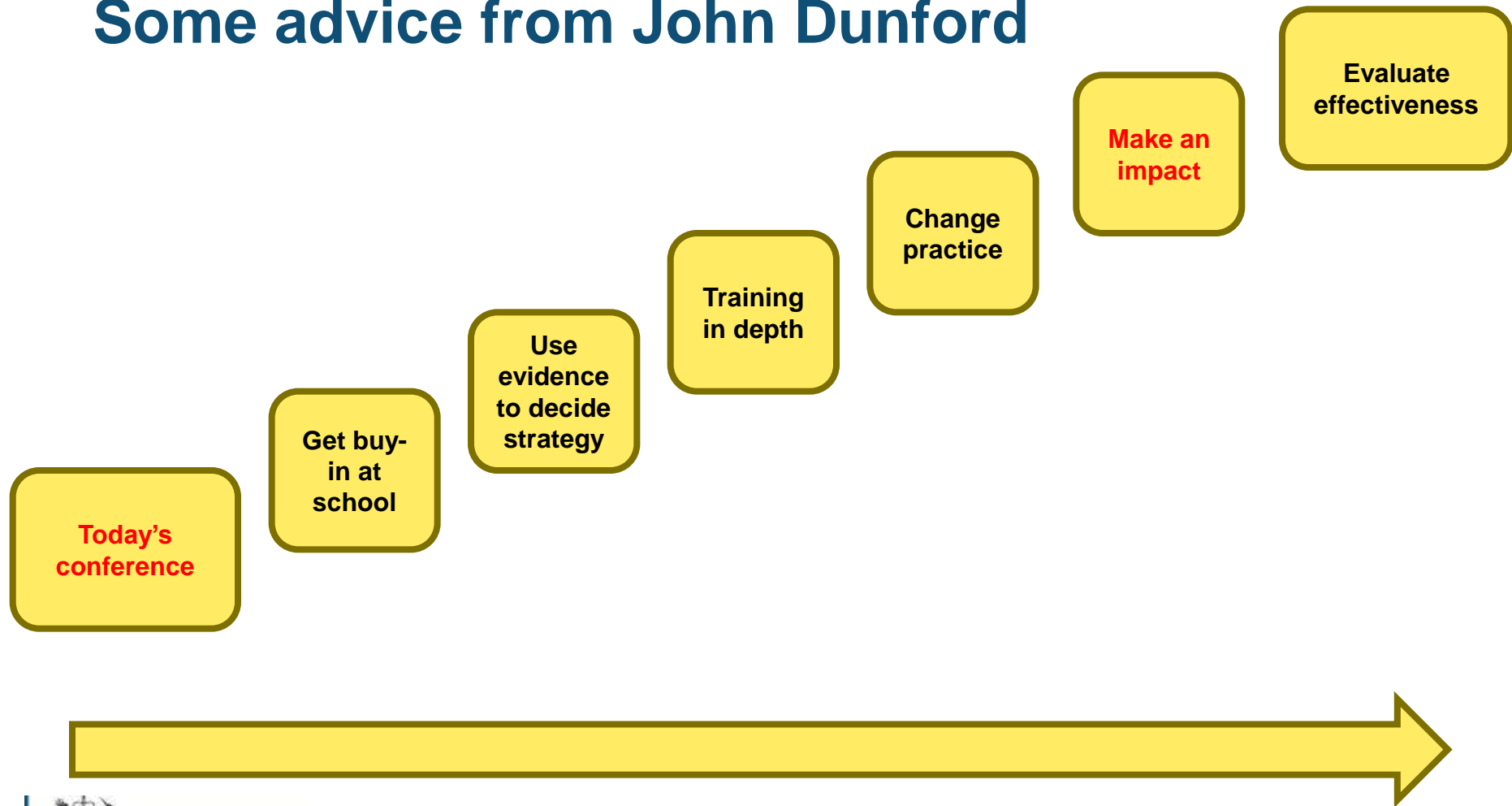


And where we are now nationally...



What next for your school?

Some advice from John Dunford



Links, tweets and contacts

www.gov.uk/government/policies/raising-the-achievement-of-disadvantaged-children

www.education.gov.uk/schools/pupilsupport/premium

[@educationgovuk](https://twitter.com/educationgovuk)

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Questions?



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