

PUPIL PREMIUM STRATEGY

3 YEAR STRATEGY

ESSEX PROJECT

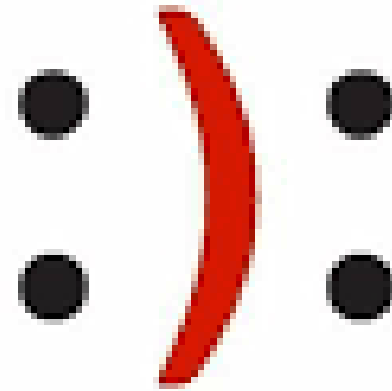
- Led by Marc Rowland
- 20.4% disadvantage in Essex schools
- PPG has not had the planned effect, maybe as labels have driven strategy.
- New:
 - No yearly reporting
 - 3 year strategy with key milestones

YOU DECIDE AND IDENTIFY
WHO THE DISADVANTAGED
AND DEPRIVED ARE

All young people in this school are part of the
'disadvantaged community'.

This means that our strategy is universal and
aims to meet the needs of every young
person.

YOU



decide

PUPIL PREMIUM MYTHS

MYTH: “The Pupil Premium has to be spent on interventions”

There is a strong evidence base showing the impact that high-quality interventions can have on the outcomes of struggling students. However, while interventions may well be one part of an effective Pupil Premium strategy, they are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour.

MYTH: “Pupil Premium strategy can be separated from whole school strategy”

The Pupil Premium provides an important focus for prioritising the achievement of children from disadvantaged backgrounds in our education system. When it is most effective, the Pupil Premium will sit at the heart of a whole school effort, with all staff understanding the strategy and their role within it.

Schools may need to consider who is primarily responsible for their Pupil Premium spend to ensure it is someone best placed to lead whole school improvements to teaching and learning.

MYTH: “Only eligible children can benefit from Pupil Premium spending”

The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups: that is fine. Likewise, some forms of targeted academic support or wider strategies will benefit other children, including children with Special Educational Needs and Children in Need.

A tiered approach to Pupil Premium spending

Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies.

1 Teaching

Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

2 Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

3 Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

1 Teaching

for example

- Professional development
- Recruitment and retention
- Support for early career teachers

2 Targeted academic support

for example

- Structured interventions
- Small group tuition
- One-to-one support

3 Wider strategies

for example

- Behaviour approaches
- Breakfast clubs
- Increasing attendance



WHAT'S OUR STRATEGY?

1. High quality leadership which promotes ownership of the strategy across the school.
2. High quality teaching and learning for all, including specific CPD to develop and retain staff.
3. Integrated, universal therapy strategies providing all learners with the support they need.
4. Support to access an 'experience-rich curriculum' within and beyond school.

QUESTIONS

