

The use and impact of the Pupil Premium in Waltham Forest

**September
2014**



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Executive Summary:

Waltham Forest schools, supported by the Council, are ambitious for all our children and young people to achieve at the highest level. Pupil Premium (PP) funding, which has been in place since April 2011, is directly targeted at reducing the performance gap between disadvantaged pupils and their peers. The proportion of children entitled to the PP in Waltham Forest is amongst the highest in the country. The level of funding and its proportionate importance to school budgets, particularly in the primary phase, has increased dramatically. It was the view of the Waltham Forest Schools Forum that, in a time of declining resources, it was essential to reflect on the impact of this funding to date and how it might best be used to secure sustainable improvement.

PP impact in schools is judged by the educational attainment of PP eligible pupils, in comparison to their peers. By this measure children and young people in Waltham Forest who are eligible for the PP do significantly better than average at all key stages. However, in some schools this is due to the relatively low attainment of all young people.

PP is directed at reducing the performance gap in education between disadvantaged pupils and their peers. The Task and Finish Group pointed out that not all of the pupils eligible for FSM are educationally disadvantaged and not all those who are educationally disadvantaged are registered or qualify for FSM. This creates a tension for schools in balancing strategies aimed at individuals, with those which might impact on the whole cohort. **Figure 6** indicates approach schools may wish to look at in finding a balance between targeted and more broadly applied strategies.

National research commissioned by the Sutton Trust is considered in section 4 of this report. This indicates that the most effective and low cost approaches to raising attainment are quality of feedback and meta-cognition (more commonly described as learning to learn). These are heavily linked to the need to have a very high quality of classroom practice and this in turn provides an argument for using PP funding to support approaches to improving the quality of teaching.

National and local research indicates no substantive difference in the strategies implemented by schools with stronger or weaker outcomes for children that are eligible for PP. This indicates that it is the quality of leadership and management in identifying, applying and monitoring the impact of strategies that is the key. The majority of schools in Waltham Forest have a nominated senior manager and governor to lead on the PP. There may be room to consider how the training of these individuals can help in supporting schools to fulfil this role and how they might work together.

We found few examples in Waltham Forest of schools collaborating or pooling resources to increase the impact of the Pupil Premium. This was in stark contrast to the national picture and the report authors would recommend that there is further reflection on this issue.

Appendix 1 - Main Report:

Introduction:

The Pupil Premium (PP) has been in operation since April 2011. It is the first form of Government funding that is directly targeted at reducing the performance gap between disadvantaged pupils and their peers. PP funding has steadily and substantively increased since its introduction in 2011. It has tripled in size for primary schools and doubled at the secondary phase, meaning that the total funding for Waltham Forest has increased from £4.6m in 2011 to £16m for the 2014-2015 allocation year.

The fact that PP has continued to increase in a period of stronger budget constraints for schools, underlines its growing importance. The value attached to PP is more pronounced in a borough such as Waltham Forest which has high rates of deprivation. For some schools in Waltham Forest, PP has now reached double digits as a proportion of school budgets (see *Appendix 2*).

In February 2014 Waltham Forest Schools Forum agreed to establish a Task and Finish group to consider the use and impact of the PP in Waltham Forest. This report outlines the key findings and recommendations of that group. The membership of the Task and Finish Group is outlined in *Appendix 3*.

Objectives of Report:

- Investigate the use and impact of the PP Funding in Waltham Forest and nationally.
- Advise Schools Forum on actions which are likely to provide maximum impact for disadvantaged pupils.

Key Lines of Enquiry:

The Task and Finish Group agreed to focus on 7 key lines of enquiry:

- What are the key characteristics of the Waltham Forest Pupil Premium cohort?
- How do schools use their Pupil Premium funding? Are there differences in use and impact of Pupil Premium funding across schools with different sized Pupil Premium cohorts?
- What tools and approaches do schools use to measure impact of the Pupil Premium?
- Are there examples of schools collaborating with regard to Pupil Premium? If so what are the perceived benefits?
- How do school separate or combine Pupil Premium funds from other pupil led funding such as SEN or Catch UP?
- How have schools developed their approach to Pupil Premium as reach and funding has increased? In particular what plans have primary schools made to ensure maximum value from the 14-15 allocation?
- How is LAC Pupil Premium utilised and tracked?

Evidence Base:

The Task and Finish Group met to consider a range of evidence. This included a data analysis report provided by the Waltham Forest Research and Data team, a survey of Waltham Forest headteachers and national research including the Sutton Trust Pupil Premium Toolkit. These are either attached as appendices or provided with a link to in this report.

Section 1 - Policy Implications and Recommendations:

Although it is clear that schools are best placed to know what works best, there are three broad areas and converging lines of evidence that are likely to be relevant for all schools.

1. Leadership:

As a form of Government funding that is not heavily directed, the role of the leadership and senior staff is critical in ensuring strategies are directed towards clear outcomes and narrowing the performance gap. 80% of local schools surveyed have a designated lead for PP. Similarly, almost 78% of local schools surveyed have a designated governor for PP. This is a trend that should be encouraged and is likely to strengthen with the positive role designated leads and governors have thought to have played nationally in the PP reporting system.

The strengthening of leadership in regards to PP is not only likely to provide strong oversight, but crucially strategic direction. All school leaderships will have to make strategic considerations regarding the balance between whole-school strategies and the personalised needs of disadvantaged pupils. For schools with small gaps or an inverse performance gap, where PP eligible pupils are consistently outperforming their counterparts, there may well be a stronger case for using PP more broadly.

2. Systematic tracking and evaluation:

The most recent report from Ofsted regarding the PP found no substantive difference in the strategies implemented between 'good' and 'weaker' schools. Local evidence seems to support this. To the contrary, it may come down to how these activities are managed and monitored at every level. For instance, even the 'high impact' interventions noted by the Sutton Trust in **Figure 4**, which include effective feedback, peer tutoring and meta-cognition (learning to learn) all fundamentally require strong tracking and evaluation methods.

Leadership has a key role to play in establishing and implementing strong monitoring and evaluating systems. Such practices should be well coordinated and well disseminated across all relevant staff members. Schools that employ robust tracking systems to monitor pupil progress in regards to a particular strategy are likely to be more confident in their findings. The broad agreement that we found regarding the effective use of additional staff/teaching resources activities in raising the attainment of disadvantaged children encourages schools to identify a strong audit trail that explains this.

3. Collaboration:

Although a large majority of schools collaborate at the national level, the figure was only 10% in the local survey. Nevertheless, almost 87% of local schools would consider school collaboration in the future. Collaboration between schools would appear to provide a strong platform to share ideas and experiences of PP policies and draw from the expertise available in other schools. The Cambridgeshire County Council handbook on for the PP, which draws heavily upon the Sutton Trust research, highlights the possible benefits of doing so, by enhancing professional development, extending the range of activities offered and helping

transition through phases of education.¹ It is recommended that Schools Forum consider a report at a later date with regard to pooling of funds to support collaborative activity.

¹ Cambridgeshire County Council, *A PP Handbook for Cambridgeshire Schools*,
https://www.learntogether.org.uk/resources/Documents/Pupil_Premium_HandbookFINAL.pdf 2012

Section 2 - Background:

The PP is additional funding provided by the Government to publicly funded schools in order to help address the performance gap between disadvantaged pupils and their peers. PP funding is available to both mainstream and non-mainstream schools, such as special schools and pupil referral units.

Disadvantaged pupils are largely identified in terms of their eligibility for Free School Meals (FSM) or if they have been looked after by local authorities for more than six months. Disadvantage is subsequently measured through this criterion of eligibility. Funding is provided per eligible pupil. The PP is provided to local authorities on a quarterly basis. Local authorities then manage and pass the PP to schools.

PP Funding was introduced in April 2011 and has increased annually. In the 2014 to 2015 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £1,300 for primary-aged pupils
- £935 for secondary-aged pupils

Schools will also receive £1,900 for each looked-after pupil who:

- has been looked after for 1 day or more
- was adopted from care on or after 30 December 2005, or left care under:
 - a special guardianship order
 - a residence order

Accountability:

Although the Government has given schools autonomy over the use of PP, this has not resulted in an absence of accountability in the system. The freedom enjoyed by schools has arguably demanded an equally robust, systematic and outcome orientated approach in using PP. As a form of funding that is not directed by the central Government, the role and importance of schools and partners in making use of PP effectively only becomes greater.

Schools, headteachers and school governing bodies are held accountable by:

- A performance table measure comparing PP eligible pupils and their peers.
- A requirement for schools to publish details online of how PP is being used and the impact it is having on pupil achievement.
- The Ofsted Inspection framework, in particular reference to the attainment of pupils eligible for PP.

In cases where schools are rated by Ofsted as requiring improvement or having serious concerns regarding the attainment of pupils eligible for PP, Ofsted will recommend a PP Review (PPR). If schools are recommended a PPR, they are expected to work with a system leader, who has a expertise in closing attainment gaps to improve performance gaps before re-inspection. Ofsted have raised concerns over the use and impact of PP in three

Waltham Forest schools, with a single school being recommended a PP Review. Ultimately the fact that PP is left to the discretion of schools, makes the role, approach and experiences of our local schools all the more important.

Section 3 - Lines of Enquiry:

1. What are the key characteristics of the Waltham Forest Pupil Premium cohort?

Eligibility:

PP eligibility at primary phase is consistent with the London average.

PP eligibility at the secondary level is higher than the London average.

PP eligibility in both phases is higher than the national average.

Whilst PP eligibility at the primary phase has stayed broadly consistent in the last two years, PP eligibility within the secondary phase has increased from 43% to 46% across the same period.

Although there is broad correspondence between the number of pupils eligible for FSM in schools and the level of PP provided, there are few exceptions where funding provided is higher in selected schools. This may mean take up of FSM does not reflect true number of eligible pupils or that schools are attracting funding for those pupils/families whose financial position has improved. (For a greater breakdown of analysis, see *Appendix 4 – attached as separate document*).

SEN and Ethnicity Primary phase:

SEN:

- Within SEN 48% of pupils qualifying for School Action Plus were eligible for PP.
- In particular 56% of pupils with Behaviour, Emotional and Social Difficulties were eligible for PP. This was followed by those with Moderate Learning Difficulty at 55%.

Ethnicity:

- The eligibility for PP was highest amongst pupils from a Black ethnic background.
- 58% of Black Africans, 50% of Black Caribbean, 54% of any other Black background were eligible for PP. 46% of White and Black African and 46% of White and Black Caribbean were eligible for PP.

SEN and Ethnicity Secondary phase:

SEN:

- 59% of pupils qualifying for School Action Plus were eligible for PP.
- The trend continued and strengthened at the secondary phase. Within SEN, 66% of pupils with Behaviour, Emotional and Social Difficulties were eligible for PP. 63% of pupils with Moderate Learning Difficulty were eligible for PP.

Ethnicity:

- The eligibility for PP was highest amongst pupils with a Black ethnic background.
- 72% of Black Africans, 46% of Black Caribbean, 61% of any other Black background, 51% of White and Black African and 55% of White and Black Caribbean were eligible for PP.
- 61% of pupils from a Bangladeshi background were also eligible for PP.

Prior Attainment:

Prior attainment is lower for eligible PP pupils in both the primary and secondary phases. They are more likely to be in lower and middle achieving bands than the higher band.

Performance:

Key stage 2:

- PP eligible pupils in Waltham Forest do significantly better than the national average. Our performance gap is 7% narrower than the national average and 2% narrower than the London average.
- 12/49 schools have inverse performance gaps where PP eligible pupils perform better than their counterparts.
- 12/49 schools have performance gaps above the national average.

Key stage 4:

- PP eligible pupils in Waltham Forest do significantly better than the national average. The performance gap is 13% narrower than national average and 6% narrower than the London average.
- Two secondary schools have inverse performance gaps.

Placing Waltham Forest achievement rates in the context of London Statistical Neighbours and the national average:

Figure 1a: Data Source: *Review of Pupil Premium Eligibility in the School Population, Waltham Forest Research*

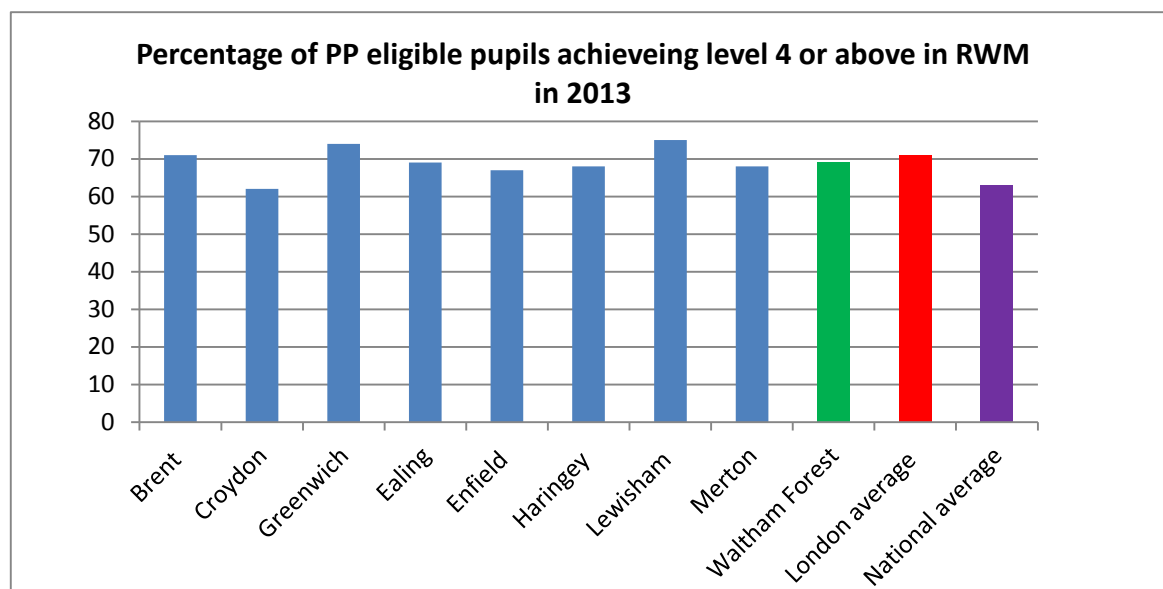
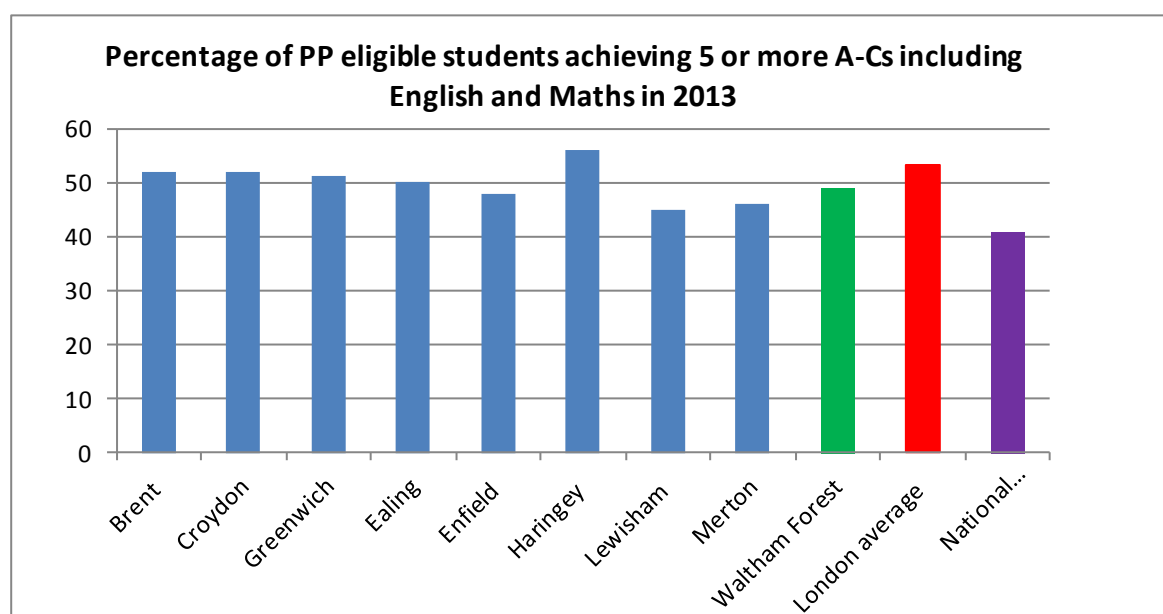


Figure 1a shows that the achievement for PP eligible pupils at KS2 for Waltham Forest was above national averages but below the London average. Waltham Forest is ranked 4th among the 8 London statistical neighbours.

Figure 1b: Data Source: *Review of Pupil Premium Eligibility in the School Population, Waltham Forest Research*



As **Figure 1b** illustrates the achievement of Pupil Premium eligible students for Waltham Forest at KS4 is above national but below London averages. Waltham Forest is ranked 6th out of 8 London statistical neighbours.

Figure 2a: Data Source: *Review of Pupil Premium Eligibility in the School Population, Waltham Forest Research*

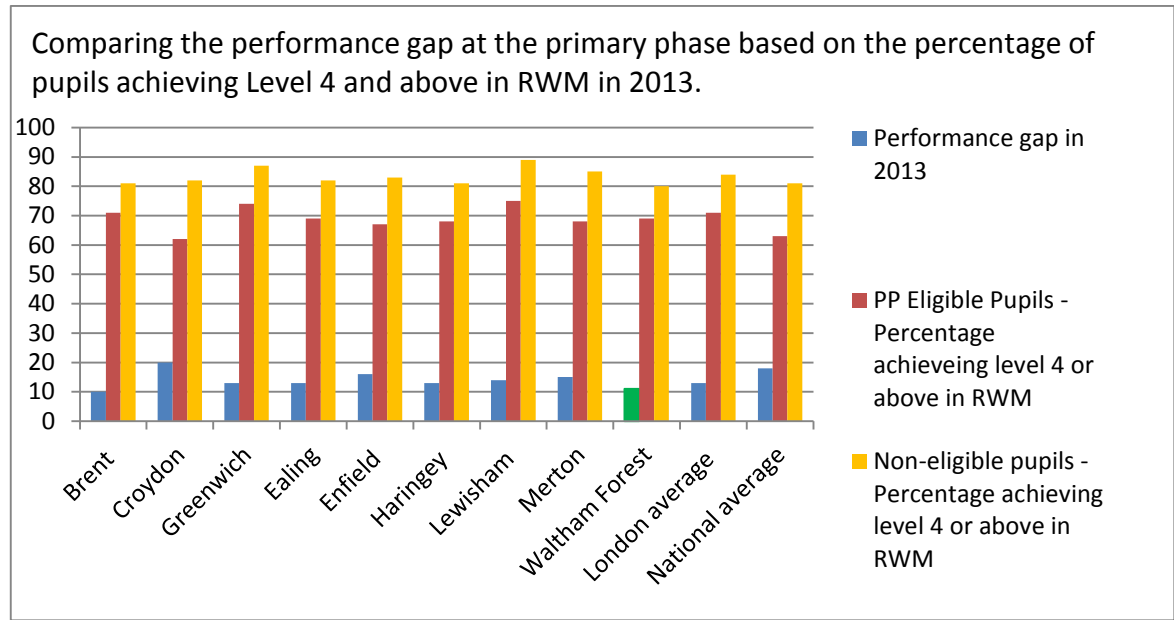


Figure 2b: Data Source: *Review of Pupil Premium Eligibility in the School Population, Waltham Forest Research*

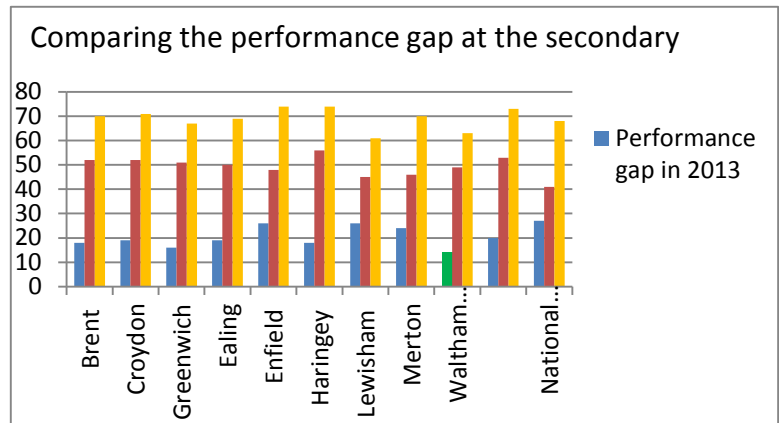


Figure 2a and 2b shows the performance gap of PP pupils at the primary and secondary phase respectively. At both KS2 and KS4, Waltham Forest has a performance gap that is smaller than both the London and national averages. It is also the smallest among London statistical neighbours at KS4 and the 2nd lowest among statistical neighbours at KS2.

Whilst Waltham Forest enjoyed a relatively low performance gap at both the primary and secondary phases, this can be a consequence of overall low attainment for both eligible PP pupils and their peers. This particularly appears to be the case for Waltham Forest at the secondary phase in **Figure 2b**.

In considering outcomes at individual schools it becomes clear that, in some cases the small performance gap masks whole school under-achievement. It is important for all schools to continue to strive both to improve attainment for all children and to maintain small gaps between the performance of children eligible for the PP and their peers.

2a. How do schools use their Pupil Premium funding?

Local:

- Discussions within the Task and Finish Group focused on the need to balance strategies targeted at intervening with individuals against whole school approaches, such as investing in high quality CPD, that are likely to improve the quality of teaching and raise overall achievement. Please refer to Section 4 on page 30 that provides a useful framework to consider when considering which interventions to implement.
- Schools taking part in the local survey indicated that there was unanimous support for using strategies that were aimed directly at boosting learning in the form of one to one tuition, in class support and reading recovery (see *Appendix 5* for further information). These strategies all look to focus directly on narrowing the performance gap in educational attainment between individual PP eligible pupils and their peers. They also necessitate high quality teaching and leadership in order to be effective.
- There was also considerable use of activities designed to address barriers to learning, provide enrichment and improve quality of teaching. Each of these strategies scored highly at almost 89%. Specifically there was a high investment in literacy and numeracy interventions, additional learning support staff, summer schools, one to one tuition speech and language support and family learning.
- This was followed by strategies aimed at supporting parents and families and providing alternative learning courses. However, both approaches scored relatively much lower than other strategies, scoring 56% and 34% respectively.
- Similarly based on the analysis of school website, there was no definite distinction in types of activities implemented between successful and lesser successful schools. For instance they all largely tended to employ 1:1 tuition, extra-curricular learning and enrichment activities. It could be helpful to see how these broad strategies were **identified, applied and monitored** and consider other possible avenues for these variations.

National:

The tables below are taken from the Government's evaluation report of PP based on national findings and provide a comparison with the local level.

Figure 3a: Source: Department of Education, Evaluation of PP, July 2013

Table 2.4 Types of support offered for disadvantaged pupils				
	Primary schools	Secondary schools	Special schools	PRUs
	(n=690)	(n=386)	(n=99)	(n=65)
	%	%	%	%
Additional support outside the classroom ¹⁷	99	98	91	99
Additional support inside the classroom	98	91	90	89
Additional staff ¹⁸	98	96	91	91
Curriculum related school trips	95	94	92	89
Out of hours activities ¹⁹	87	92	86	71
Provision of materials or resources	84	93	85	92
Parental support and engagement	86	81	90	95
Support from specialist services ²⁰	82	88	86	85
Alternative learning pathways ²¹	31	80	79	92
Reducing class sizes	28	53	35	41
Summer schools ²²	15	67	41	11
Average number (out of these 11) being offered	8.0	9.3	8.7	8.6

Base: All schools that took part in the survey (1,240)

- There were large similarities between the types of support offered at the local and national level. Local schools unanimously supported measures directly aimed at boosting learning. As the table above suggests this, was complemented by national findings, where additional support outside and inside the classroom scored above 89% of all schools.
- Though there were broad similarities in national levels of support offered between primary schools and secondary schools, the latter were more inclined to reduce class sizes. This stood at 28% for primary schools and 53% for secondary schools.

Figure 3b: Source: Department of Education, Evaluation of PP, July 2013

Table 2.5 Proportion of schools that thought each type of support they offered was very effective²⁶

	Primary schools (n=135 - 669)	Secondary schools (n=226 - 376)	Special schools (n=76 - 91)	PRUs (n=52 - 63)
	%	%	%	%
Additional support outside the classroom	67	60	65	71
Additional support inside the classroom	70	41	69	72
Additional staff	78	74	80	81
Curriculum related school trips	79	51	68	67
Out of hours activities	46	41	57	-
Provision of materials or resources	54	55	60	74
Parental support and engagement	60	46	55	49
Support from specialist services	45	30	48	52
Alternative learning pathways	28	67	61	79

- Nationally schools considered a support measure to be effective if it had any positive impact on disadvantaged pupils. Additional staff was consistently rated highly across all types of schools nationally, which resonates well with local findings.
- Additional support outside the classroom scored above 60% for all schools. This was not the case for additional support inside the classroom, where only 41% of secondary schools considered the measure effective. Similarly, only 51% of secondary schools thought curriculum related school trips were having a positive impact, in contrast to figures above 67% for all other types of schools.

Figure 3c: Source: Department of Education, Evaluation of PP, July 2013

Table 2.7 Types of support that schools would no longer be able to offer if they did not have Pupil Premium funding

	Primary schools (n=307)	Secondary schools (n=168)
	%	%
Additional support outside the classroom	42	40
Additional support inside the classroom	23	21
Additional staff	63	61
Curriculum related school trips	19	19
Out of hours activities	35	34
Provision of materials or resources	17	22
Parental support and engagement	16	11
Support from specialist services	22	16
Alternative learning pathways	7	18
Reducing class sizes	23	41
Summer schools	8	42

Base: All primary and secondary schools that said there were types of support they could not offer without Pupil Premium (475)

- Schools taking part in this national research were also requested to state which type of support they would not be able to offer without PP. Surprisingly additional staffing would be the most likely support measure to be withdrawn for 63% of primary schools and 61% of secondary schools. This is despite its overall effectiveness. This may well be attributed to the fact that the strategy is seen as a highly costly support measure. Nevertheless these national findings large correspond with the results from the local survey, which found additional staffing and the subsequent activities that could take place to be a support measure that would not have happened without PP.
- Since a majority of schools were already providing support to disadvantaged pupils before the introduction of PP, schools taking part in the national report inevitably based many of their decisions on experience and knowledge they had gathered across time. 98% of primary schools and secondary schools nationally used their own internal monitoring and evaluation to help them inform their PP spending.

- As the table below suggests, there was also growing reference to schools using evidence from other school. This was above 70% for all types of schools.

Figure 3d: *Source: Department of Education, Evaluation of PP, July 2013*

Table 3.1 Resources used by schools when deciding how to spend the Pupil Premium				
	Primary schools	Secondary schools	Special schools	PRUs
	(n=690)	(n=386)	(n=99)	(n=65)
	%	%	%	%
Own internal monitoring and evaluation	98	98	100	91
Evidence from other schools/word of mouth	74	81	70	82
Academic research	67	63	46	45
The "What works" pages of the DfE website	38	45	22	27
The Sutton Trust Toolkit	33	52	19	20
Local authority schemes	25	22	15	48
Other answer	8	12	10	12
No answer	1	1	0	3
Don't know	*	1	0	5

Base: All schools that took part in the survey (1,240)

2b. Are there differences in the use and impact of Pupil Premium funding across schools with different sized Pupil Premium cohorts?

Local:

- The findings from the survey and statistical analysis were inconclusive with respect to this question.
- The size of PP cohorts in schools did not appear to have a strong correlation with achievement rates of PP eligible pupils at either phase. Some Primary Schools with very small cohorts showed an inverse performance gap, where pupils eligible for the Pupil Premium achieved more highly than those who were not. However, the very small numbers make it difficult to draw a meaningful statistical conclusion.
- In the secondary phase, the variation between the numbers of eligible pupils is less marked. It is consequently difficult to conclude if difference in performance rates had any significant association with the number of eligible pupils.
- Our analysis also looked to review the policies employed by schools with a higher and lower number of FSM pupils at both the primary and secondary level. After considering survey responses and reviewing school websites in reference to the use of PP, there did not appear to be any clear distinction in interventions (or in terms of targeted and broadly applied approaches) employed between schools with a smaller and larger number of eligible pupils. Most schools looked to employ 1:1 tuition, extra-curricular learning, staff investment and enrichment activities.

National:

- The Government's national research also briefly looked at whether there were differences in support offered depending on the number of FSM pupils. Primary schools and secondary with a higher number of FSM pupils were more likely to offer more types of support. Primary schools with a greater number of eligible pupils would offer more specialist support such as counselling, psychologists and health workers.
- Schools with a greater number of pupils with Special Educational Needs or requiring School Action Plus would also more offer more support types of at both phases. This was also the case for schools with lower levels of attainment too.
- Although national research briefly looked at the level of support offered amongst schools with different numbers of FSM pupils, the report did not explore the potential role different sized PP cohorts had on the success of programmes.

3. What tools and approaches do schools use to measure impact of the Pupil Premium?

Local:

- The local survey and school websites highlighted the variety of tools and approaches used by schools to measure the impact of PP. A majority of schools surveyed implemented some form of tracking system to monitor the progress of pupils. Many of these schools also made use of data analysis to evaluate their PP programmes. Some of these programmes were evaluated on a half term basis. Whilst there was no uniform method of measuring the impact of PP, most schools looked to have strong internal systems for reviewing and evaluating their programmes in relation to the overall progress of pupils.

Effective strategies:

- The fact that local schools seemed to have a strong awareness of what approaches worked well in raising attainment of disadvantaged children, suggests that schools were clearly evaluating their programmes in relation to narrowing the performance gap. This view is reinforced by many schools clearly identifying and targeting disadvantaged children.
- The large majority of local schools underlined the role of teachers and additional staffing in raising the attainment of disadvantaged pupils. In particular, schools found efforts to improving the quality of teaching particularly effective. There was specific reference to CPD in this regard.
- In terms of direct strategies, booster groups led by teachers were frequently cited as an effective approach to raising the attainment of disadvantaged children.
- The use of reading, speech and language programmes was also widely cited amongst schools. There was also some reference to schools working with parents to help raise the performance of pupils.

Challenges:

- There was broad consensus that it was often difficult for schools in Waltham Forest to monitor the direct impact of PP. A majority of local schools pointed out to the challenges in attributing improved performance to a single approach or intervention. Additionally, local schools also cited the difficulty of separating interventions funded by PP and other broader strategies used across schools. Some schools even hinted at the need for a more systematic approach to PP in terms of monitoring, tracking and reporting back on the effect of funding.
- Some schools taking part in our local survey indicated that they were reluctant to use funding to improve the quality of teaching, due to the difficulties in establishing a causal link between PP and the performance of individual disadvantaged pupils. This is an area of concern, due to the fact that improving teaching has been seen as an effective strategy in helping raising the performance of disadvantaged pupils. Nevertheless, this has not prevented schools investing in strategies that are based

around additional teacher and staff led training and activities. The survey suggests that many of these areas are new and would not have happened without PP. The most recent inspection report from Ofsted clearly states that 'the concerted efforts of good leaders and teachers are helping to increase outcomes' for PP eligible pupils.² As we shall see in section 4, the high impact strategies the Sutton Trust refer to require strong teaching and monitoring structures.

- Local school websites and the survey both mentioned that PP intervention may not lead directly to improvements in academic progress. In the particular case of funding targeted at removing barriers to learning, improvement in academic performance may well be a subsidiary effect in the longer term. Schools may do well to consider other indicators such as improvements in communication, attendance, behaviour and confidence of pupils which will ultimately impact on attainment.
- Please refer to page 32 for an analysis and approaches on how to track and evaluate the impact of policies.

² Ofsted, *The Pupil Premium: An Update*, July 2014

4. Are there examples of schools collaborating with regard to the Pupil Premium? If so what are the perceived benefits?

Local:

- Only 13.33% of schools collaborated on funding in order to provide support for disadvantaged pupils. In a particular case, senior leaders supported other schools in helping identify vulnerable groups using tracking documents including eligible PP children. Another school mentioned their collaboration with other schools through the South Achievement Partnership, which is not directly funded by the PP.
- Though existing collaboration remained at modest levels, almost 85% of schools would consider collaborating in the future.

National:

- In comparison, a majority of schools were working in collaboration with other schools at the national level. PRU's and specials schools were more likely to do so. Data suggested that primary, secondary and special schools with a higher number of disadvantaged pupils would be more likely to collaborate with other schools.
- More than half of the schools working in collaboration were also pooling funding and resources. This accounted for 66 % of primary schools, 51% of secondary schools, 52% of special schools and 58% of PRUs.

Figure 3e: Source: Department of Education, Evaluation of PP, July 2013

Table 3.9 Whether schools work with other schools and providers to provide support for disadvantaged pupils

	Primary schools (n=690)	Secondary schools (n=386)	Special schools (n=99)	PRUs (n=65)
	%	%	%	%
Yes – works with other schools	70	68	81	91
Yes – works with the LA	71	72	83	93
Yes – works with external providers	68	83	87	94

Base: All schools that took part in the survey (1,240)

These results are stark in comparison to the level of collaboration between schools locally. Schools that worked in collaboration at the national level appeared to benefit from sharing information, ideas and best practice on how to improve the performance of disadvantaged children.

5. How do schools separate or combine Pupil Premium funds from other pupil led funding such as SEN or Catch UP?

Local:

- 66% of schools surveyed kept the PP from other funding separate. In some exceptional cases where PP was mixed with other streams, it was done so to provide additional support, i.e. to employ a specific teacher or therapist that may not have been possible without combining funds. In other cases, money was pooled together so that all students would make use of a particular resource and where PP had to be used to cover its costs.

National:

- Although there was no systematic research into how much PP was pooled with other forms of funding across schools at the national level, the case studies used in the Government's report hinted at how PP was used as an additional funding stream.
- PP would largely be allocated to supplement existing programmes targeted at the disadvantaged. Only 3 out of 34 case studies kept PP as a discrete form of funding. This was largely done so for accountability and business management purposes.
- The fact that schools often pooled PP with other streams and support a wide range of provision, the Government even recommended future research to show how schools spend the totality of funding to maintain provision for all disadvantaged pupils.

6. How have schools developed their approach to Pupil Premium as reach and funding has increased? In particular what plans have primary schools made to ensure maximum value from the 14-15 allocation?

- The findings from the survey were inconclusive in this respect and this may require further investigation. It would be interesting to see if there have been any substantive changes to the proportion of funding being used for different interventions, particularly for those schools where PP constitutes above 6% of their overall budgets. This would be a strong indicator of what strategies schools consider to have had a strong impact on disadvantaged pupils in the past.
- At the national level, a major determinant of how schools made use of PP was the trajectory of overall budgets. This could often determine whether PP was being used to maintain or provide an additional service. Nevertheless a majority of all schools of national schools surveyed were looking to introduce new types of support or enhance existing approaches as PP increased.

7. How is Looked after Children (LAC) Pupil Premium utilised and tracked?

Since April 2014, significant changes have been introduced to the specific case of PP for LAC.

- Funding for LAC is distinctive to regular forms of PP. The Department of Education will provide £1900 per child. The grant allocation will be managed by the Virtual School Head (VSH), which will be used to improve outcomes for LAC based on the Personal Education Plan (PEP).
- The Department of Education states that VSH must:

•Make sure that schools and non-mainstream settings spend the PP funding for looked-after children they receive effectively.

•Make sure that any PP funding that you have not passed on to an educational setting or that the educational setting has not spent by 31 March is returned to DfE.

•Be able to demonstrate how the PP funding you are managing is raising the achievement of your looked-after children.

•Work with each looked-after child's educational setting (usually with the school's designated teacher for looked-after children) to agree how PP funding will be spent to meet the needs identified in the child's personal education plan.

- The PP provided for LAC would be utilised to improve educational outcomes through:

Academic achievement and progress

Wider achievement e.g. in an area where child is gifted and talented

Inclusion matters, e.g. reducing internal/external exclusion

Transition between Key Stages and school phases

Mental health (overcoming the effects of attachment and developmental trauma) where this has an impact on learning.

Accountability:

- The VSH is responsible for demonstrating **how** PP is linked to raising achievement for LAC. The school is accountable for the educational attainment and progress of all its pupils. The VSH is accountable to Ofsted through an annual report showing how they have managed funding and how it has supported the achievement of LAC.
- Subsequently, there is a clear need for strong PEPs. As the PP will only be provided to meet the needs identified in a high quality plan in the PEP, with clear quantitative targets underpinned by multi-agency support. The PEP should consequently show baseline date, clear targets for improvement and expected outcomes and cost of support. (In exceptional cases, qualitative or soft targets may be accepted).
- As one to one tuition is widely known to have a disproportionate positive impact on children in care, one to one tuition will be funded at a standard rate of £35 per hour if provided and organised by the school. This funding will be provided in an effort to help improve auditing and transparency.

Management/tracking of PP for LAC:

- If a target for improvement stretches above the life of PEP, termly milestones may need to be agreed.
- Funding may also be amended to require specific outcomes or evidence before payment. As a result, there is also the possibility of suspension, termination and a reduction of payment by the VSH, if there is no evidence of a service being provided or a plan being delivered.
- Although the VSH can advise a policy suggestion, they cannot impose their recommendation. The VSH may also recommend the pooling of funding in particular cases, which may collectively benefit all LAC or all eligible PP pupils.
- Systems are to provide PP within a month of the sign off of a high quality PEP by the Virtual School. This is particularly important for those who have come into care and are in crisis.
- The amount of PP Plus (PPP) may well vary depending on the individual case of a child. Allocation of PP will be discretionally if other forms of funding are being provided, e.g. SEN. Schools will need to provide evidence of it using its own resources used before PPP can be provided.
- As LAC are recognised as being a group that has a high level of vulnerability and high mobility, children in care will have an insurance policy through a central service that can work with schools in relation to these risks.

(See *Appendix 6* for further clarification in regards to PP for LAC).

Section 4 - Practical tools and what works?

Sutton Trust Toolkit and Recommendations:

Figure 4 provides a summary of the tool kit that was originally commissioned by the Sutton Trust in 2011 and produced as the 'Pupil Premium Toolkit' by Durham University in 2011. The toolkit has developed considerably since then. It was written by Professor Steve Higgins, Maria Katsiapataki, Dr Dimitra Kokotsaki, Professor Rob Coe, Dr Lee Elliot Major and Robbie Coleman.

The table below shows the relative impact an intervention is likely to have together with the cost.³ The impact is measured by the additional month's progress likely to be made as a result of using the adopted approach.

These estimations are based on 'effect sizes' reported in British and international comparative data (see table below). Effect sizes are quantitative measures of the impact of different approaches on learning. The Toolkit prioritises [systematic reviews](#) of research and quantitative syntheses of data such as [meta-analyses](#) of experimental studies.⁴

High quality teacher feedback, peer tutoring and learning to learn are all found to be high impact low cost strategies to raise attainment. However they rely upon skilled implementation by the classroom teacher and this may make the case to invest PP funding in professional development. Speech and Language support, which is cited by many Waltham Forest Schools was seen as having a moderate impact for low cost.

Some strategies that were also heavily cited by Waltham Forest Schools, such as employing additional teaching assistants and running summer schools are deemed by the Sutton Trust research to have less impact. However, it must also be remembered the research measures only impact on raising attainment. The value of teaching assistants may well be to support wider educational outcomes and Summer schools maybe designed to provide enrichment and enjoyment.

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³ Sutton Trust, *Teaching and Learning Toolkit*,

http://educationendowmentfoundation.org.uk/uploads/toolkit/EEF_Teaching_and_learning_toolkit_Feb_2014.pdf February 2014
(To be updated)

⁴ Education Endowment Foundation, *Evaluation Glossary*

<http://educationendowmentfoundation.org.uk/evaluation/evaluation-glossary>

Figure 4: Source: Sutton Trust –EEF, Teaching and Learning Toolkit, February 2014

APPROACH	COST ESTIMATE	EVIDENCE ESTIMATE	AVERAGE IMPACT	SUMMARY
After school programmes	£££££	★ ★ ★ ★ ★	+ 2 Months	Low impact for high cost, based on limited evidence.
Arts participation	£££££	★ ★ ★ ★ ★	+ 2 Months	Low impact for low cost, based on moderate evidence.
Aspiration interventions	£££££	★ ★ ★ ★ ★	0 Months	Very low or no impact for moderate cost based on very limited evidence.
Behaviour interventions	£££££	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for very high cost, based on extensive evidence.
Block scheduling	£££££	★ ★ ★ ★ ★	0 Months	Very low or no impact for very low or no cost, based on limited evidence.
Collaborative learning	£££££	★ ★ ★ ★ ★	+ 5 Months	Moderate impact for very low cost, based on extensive evidence.
Digital technology	£££££	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for high cost, based on extensive evidence.
Early years intervention	£££££	★ ★ ★ ★ ★	+ 6 Months	High impact for very high costs, based on extensive evidence.
Extended school time	£££££	★ ★ ★ ★ ★	+ 2 Months	Low impact for moderate cost, based on limited evidence.
Feedback	£££££	★ ★ ★ ★ ★	+ 8 Months	High impact for low cost, based on moderate evidence.
Homework (Primary)	£££££	★ ★ ★ ★ ★	+ 1 Month	Low impact for very low or no cost, based on moderate evidence.
Homework (Secondary)	£££££	★ ★ ★ ★ ★	+ 5 Months	Moderate impact for very low or no cost, based on moderate evidence.
Individualised instruction	£££££	★ ★ ★ ★ ★	+ 2 Months	Low impact for low cost, based on moderate evidence.
Learning styles	£££££	★ ★ ★ ★ ★	+ 2 Months	Low impact for very low cost, based on moderate evidence.
Mastery learning	£££££	★ ★ ★ ★ ★	+ 5 Months	Moderate impact for low cost, based on moderate evidence.
Mentoring	£££££	★ ★ ★ ★ ★	+ 1 Month	Low impact for moderate cost, based on moderate evidence.
Meta-cognition and self-regulation	£££££	★ ★ ★ ★ ★	+ 8 Months	High impact for low cost, based on extensive evidence.
One to one tuition	£££££	★ ★ ★ ★ ★	+ 5 Months	Moderate impact for high cost, based on extensive evidence.
Oral language interventions	£££££	★ ★ ★ ★ ★	+ 5 Months	Moderate impact for low cost, based on extensive evidence.
Outdoor adventure learning	£££££	★ ★ ★ ★ ★	+ 3 Months	Moderate impact for moderate cost, based on limited evidence.
Parental involvement	£££££	★ ★ ★ ★ ★	+ 3 Months	Moderate impact for moderate cost, based on moderate evidence.
Peer tutoring	£££££	★ ★ ★ ★ ★	+ 6 Months	High impact for low cost, based on extensive evidence.
Performance pay	£££££	★ ★ ★ ★ ★	0 Months	Low or no impact for moderate cost, based on very limited evidence.
Phonics	£££££	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for very low cost, based on extensive evidence.
Physical environment	£££££	★ ★ ★ ★ ★	0 Months	Very low or no impact for low cost based on very limited evidence.
Reducing class size	£££££	★ ★ ★ ★ ★	+ 3 Months	Low impact for very high cost, based on moderate evidence.
Repeating a year	£££££	★ ★ ★ ★ ★	- 4 Months	Negative impact for very high cost based on extensive evidence.
School uniform	£££££	★ ★ ★ ★ ★	0 Months	Very low or no impact for very low cost, based on very limited evidence.
Setting or streaming	£££££	★ ★ ★ ★ ★	- 1 Month	Negative impact for very low or no cost, based on moderate evidence.
Small group tuition	£££££	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for moderate cost, based on limited evidence.
Social and emotional learning	£££££	★ ★ ★ ★ ★	+ 4 Months	Moderate impact for very low cost, based on extensive evidence.
Sports participation	£££££	★ ★ ★ ★ ★	+ 2 Months	Moderate impact for moderate cost based on moderate evidence.
Summer schools	£££££	★ ★ ★ ★ ★	+ 3 Months	Moderate impact for moderate cost based on limited evidence.
Teaching assistants	£££££	★ ★ ★ ★ ★	+ 1 Month	Low impact for high cost, based on limited evidence.

Ofsted: Successful and less successful approaches:

A report published by Ofsted in 2013 pointed to approaches that were perceived to be more or less successful.⁵ This might provide a useful checklist for schools.

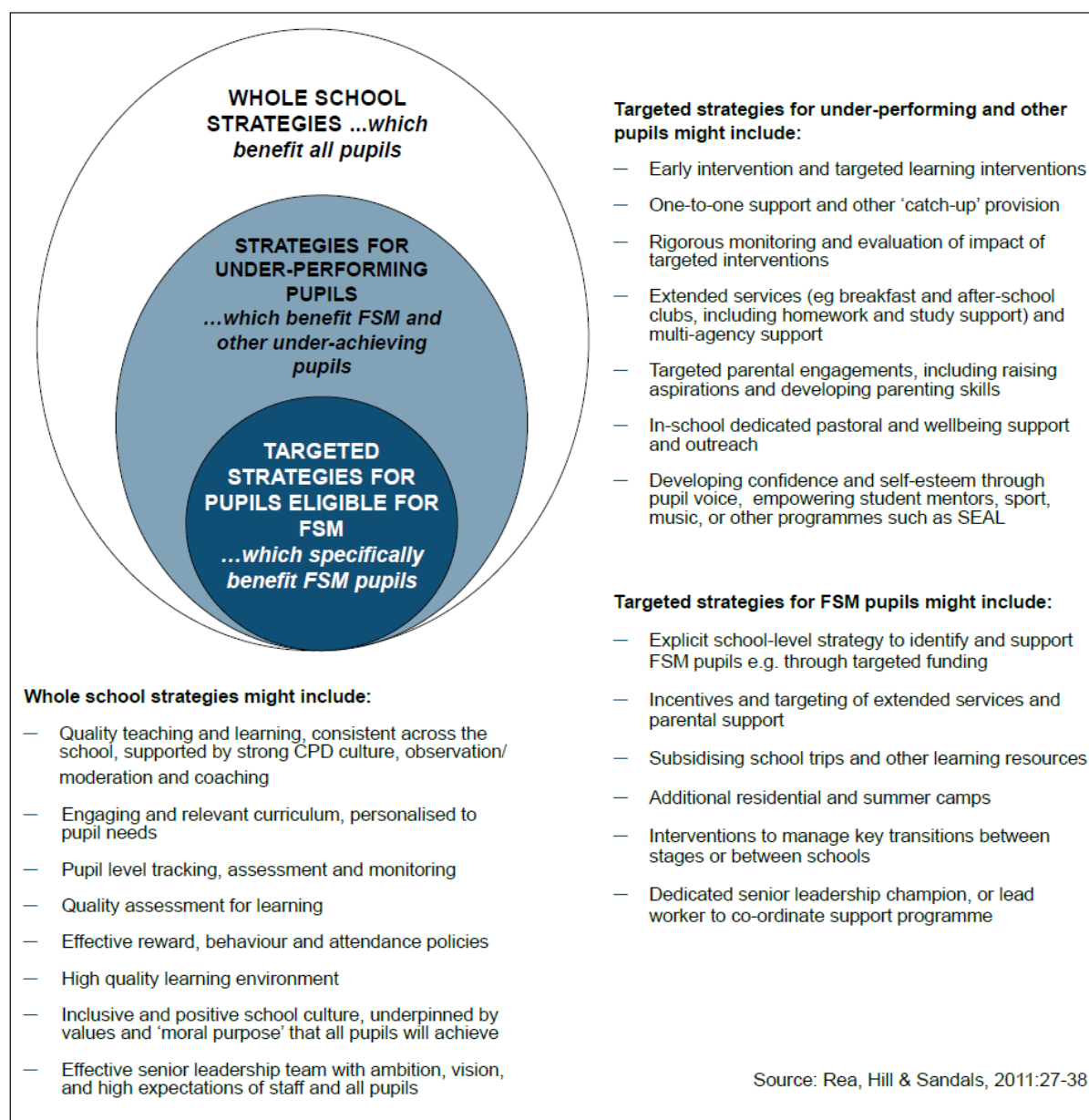
Figure 5: Source: Ofsted, *The PP, How schools are spending the funding successfully to maximise achievement*, 2013

Ofsted – Successful Approaches	Ofsted – Less successful approaches
<ul style="list-style-type: none">• Ring fence funding to spend on targeted group• Maintain high expectations of target group• Thoroughly analysing why students were underachieving• Recognising that high quality teaching cannot be compensated for by ad hoc interventions• Analyse which interventions are effective• Highly trained staff• Senior leaders have strong oversight of how spending is being spent.• Teacher awareness of those eligible for PP• Demonstrate and closely look to identify and capture the impact of action undertaken.• Involving governors in the evaluation process	<ul style="list-style-type: none">• Lack of clarity about the intended impact of PP spending – need to have an outcome in mind• Funding teaching assistants• Poor monitoring of impact• Lack of an effective performance management system for support staff• No clear audit trail – need for accountability• When PP is not a significant part of School Development Plan• Used poor compactors for performance, so lowering expectations• Pastoral work not focused on desired outcomes.• Governors not being involved in decision making about PP spending

⁵ Ofsted, *The PP, How schools are spending the funding successfully to maximise achievement*,
<http://www.ofsted.gov.uk/sites/default/files/documents/surveys-and-good-practice/t/The%20Pupil%20Premium%20-%20How%20schools%20are%20spending%20the%20funding.pdf> 2013

Whole school or targeted: A case of finding your school's balance?.

Figure 6: Source: Rea, Hills and Sandals 2011 cited in National College for Teaching and Leadership, *Closing the gap: how system leaders and schools can work together*. April 2013⁶



- Based on the diagram above, if a school has a large proportion of eligible PP pupils and is located in a relatively deprived area, it may consider providing enrichment activities on a broader basis. This could be supplemented by a more targeted approach directed at educational achievement for eligible PP and underachieving

⁶ Rea, Hills and Sandals 2011 cited in National College for Teaching and Leadership, *Closing the gap: how system leaders and schools can work together*. <http://www.isospartnership.com/uploads/files/ctg-how-system-leaders-and-schools-can-work-together-full-report.pdf> April 2013

pupils. In order to address financial disadvantage, schools may also use PP to subsidise school trips for those eligible for FSM.

- Additionally there could be a strong rationale for using PP on a wider basis to address the needs of all SEN pupils based on the high proportion of SEN that are also eligible for PP locally. This would be likely to be placed just above the targeted strategies section in **Figure 6**.

Approaches to Tracking and Evaluation:

This aspect of the report provides examples of some of the approaches to tracking and evaluation that might be used. A basic template is outlined below.

➤ **Strategy Adopted –**

Explain how you visualise this specific strategy to help raise attainment of identified and disadvantaged pupils.

Write the expected goals you are looking to achieve by employing the selected strategy.

➤ **Implementation –**

How does each element of the intervention look to broadly contribute and enhance the attainment of disadvantaged pupils?

What time scales does the strategy require to show the positive effect it is having on the attainment of disadvantaged pupils?

➤ **Monitoring mechanism and Results -**

How will you monitor and measure the success of your programme?

How does the impact compare to expected goals?

➤ **Evaluation and Review**

Which aspect of the strategy worked well?

Is there any room for improvement in strengthening the strategy towards the desired outcome?

Would there be any areas of the strategy you would refine or amend?

How well was the strategy coordinated and monitored throughout its implementation?

Alternatively you could use a template suggested by Ofsted.⁷

Figure 7: Source: Ofsted, *The PP, Analysis and Challenge Tool for Schools*, January 2013

Planning and evaluation outline

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?

Figure 8: Hillyfield Primary Academy used a similar template in 2012-2013.

Actual amount allocated to the intervention / action*	Pupil Premium used for:	New or cont. activity / cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale.	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom?	How will success be evidenced?	Actual impact: what did the action or activity actually achieve? Be specific: as a result of this action... If you plan to repeat this activity, what would you change to improve it next time?
£25,000	Daily reading groups outside of class guided reading.	New	Reception, Year 1, Year 2 all pupils- Ensuring that every pupil makes significantly more than expected progress across the first three years at school by them receiving specific daily reading groups from Reception to Year 2.	We will narrow the gap between reading progress of Pupil Premium and non Pupil Premium pupils across their first three years at Hillyfield.	Their class teachers will conduct running records which will then be monitored by the Head of School Shane Tewes.	There will be a pattern shown of the gap narrowing across three years of schooling. I.e. By the end of year 2 the gap between PP and non PP pupils will be noticeably reduced over time.	This is the first year that we have begun tracking the data in this way for this intervention. This year the gap was 1.0 APS whilst nationally it was 2.0APS at the end of Y2. Over the next two years we expect to see this gap narrowing further due to our specific intervention.
£30,500	Social and emotional nurture groups	Cont.	Vulnerable pupils are taken out for small group support and life skills focus activities to assist their inclusion within the classroom, whole school provision and outside of school times. The pupils come from a range of year groups across the school and are grouped in either the same year group or phase. Nurture groups run over the course of a term, at the end of which the SENCO, Head of School, Behaviour Support Team, Home School Support officer and teachers meet to discuss progress and whether or not there is a need for the pupil to continue for another term.	The pupils will display the ability to successfully join in whole class activities without the need of a support adult. They will communicate their needs better, learn to deal with conflict situations and integrate into playground situations where previously they lacked confidence or the ability to articulate their needs well enough to participate safely or successfully into group situations.	Monitored overall termly by the SENCO, Head of School, Behaviour Support Team, Home School Support officer and teachers. Monitored weekly by the nurture group teachers who report directly to the Behaviour support	Success will be evidenced by the nurture group leaders monitoring pupil behaviour, in terms of dealing with conflict and integration into playground situations.	The social and emotional nurture group leaders perceived that the pupils made good progress in terms of confidence building and reintegrating successfully into playground and classroom situations and environments. However for the school year 2013-2014 we would like to develop a system measuring not only their social and emotional needs, but whether or not the intervention has impact on their academic achievement, particularly against those non pupil premium pupils comparatively.

⁷ Ofsted, *The PP, Analysis and Challenge Tool for Schools* <http://www.ofsted.gov.uk/sites/default/files/documents/surveys-and-good-practice/t/The%20Pupil%20Premium%20-%20Analysis%20and%20challenge%20tools%20for%20schools.pdf> January 2013

Conclusion:

The use of PP continues to be an evolving process. Schools are rightfully likely to structure their programmes on internal evidence rather than on external guidance. There are broad interrelated themes that have been identified in this report. The role of internal school monitoring mechanisms grows as a corollary to the autonomy enjoyed by schools in relation to PP. The role of school leadership subsequently becomes vital in ensuring PP is evaluated on its impact on reducing the performance gap. If additional teaching and a more targeted approach is helping raise educational performance of PP eligible pupils, it is essential that a causal link and audit trail can be established to reinforce its credibility as a strategy. This is likely to foster the dissemination of best practice across schools and provide a strong rationale for future collaboration.

Whilst the nature of disadvantage is complex the allocation mechanism for PP is simple. The multipronged approach used by schools in spending PP effectively underlines this point. In addressing a multifaceted and complex theme as disadvantage, schools may well pay attention to activities directly aimed at enhancing educational enhancement, but will also look at addressing the deep rooted and underlying causes of underachievement. Schools are likely to use their PP on both these types of strategies in achieving the same overarching goal. They should not be seen separately and in zero-sum terms, but should rather be seen in synergy and on a complementary basis. For instance, schools may look to provide pastoral support to pupils as a supplementary measure to interventions looking to improve educational attainment directly. Both strategies would demand a strong tracking system of how they see their interventions improving educational attainment of pupils, whether it is in the short term or long term.

It may well be the case that stronger monitoring mechanisms are required for strategies that influence educational attainment more circuitously. As **Figure 5** on page 29 shows, pastoral work which does not show itself positively in relation to clear outcomes is likely to come under scrutiny. Following on from this, schools may have to fine tune their strategies between those that provide more immediate returns and those that reap benefits over a more protracted period of time.

Appendix 2: Budgetary allocations of Pupil Premium as a part of school budgets.

Schools Summary Budgets for 2014-15					
School Name	DFE No	Total I01 - Incl SB, EY, Place Led HN & Growth	Pupil Premium Based on Q1 notification		PP as a % of total budget(excl I03)
		I01	I05	I01 +I05	
PRIMARY SCHOOLS					
Ainslie Wood Primary School	2082	£ 1,964,292	£ 192,400	£ 2,156,692	9%
Barn Croft Primary School	2083	£ 1,123,501	£ 107,900	£ 1,231,401	9%
Chapel End Infant School	2028	£ 1,640,371	£ 93,600	£ 1,733,971	5%
Chase Lane Primary School	2001	£ 3,209,778	£ 231,400	£ 3,441,178	7%
Chingford C of E Infant School	3001	£ 752,008	£ 22,100	£ 774,108	3%
Chingford C of E Junior School	3000	£ 926,077	£ 63,700	£ 989,777	6%
Coppermill Primary School	2075	£ 1,339,356	£ 107,900	£ 1,447,256	7%
Davies Lane Primary School	2015	£ 3,240,117	£ 208,000	£ 3,448,117	6%
Dawlish Primary School	2067	£ 1,114,951	£ 76,700	£ 1,191,651	6%
Downsell Primary School	2017	£ 3,151,543	£ 319,800	£ 3,471,343	9%
Edinburgh Primary School	2030	£ 3,013,201	£ 222,300	£ 3,235,501	7%
George Tomlinson Primary School	2072	£ 2,546,829	£ 187,200	£ 2,734,029	7%
Greenleaf Primary School	2031	£ 2,127,802	£ 143,000	£ 2,270,802	6%
Gwyn Jones Primary School	2069	£ 1,508,689	£ 76,700	£ 1,585,389	5%
Handsworth Primary School	2045	£ 1,734,166	£ 65,000	£ 1,799,166	4%
Henry Maynard Primary School	2064	£ 3,609,706	£ 305,500	£ 3,915,206	8%
Jenny Hammond Primary School	2079	£ 1,159,582	£ 115,700	£ 1,275,282	9%
Larkwood Primary School	2005	£ 3,211,686	£ 271,700	£ 3,483,386	8%
Longshaw Primary School	2004	£ 1,886,919	£ 218,400	£ 2,105,319	10%
Mayville Primary School	2084	£ 2,258,179	£ 245,050	£ 2,503,229	10%
Mission Grove Primary School	2074	£ 3,052,997	£ 276,900	£ 3,329,897	8%
Newport Primary School	2023	£ 3,394,886	£ 272,350	£ 3,667,236	7%
Oakhill Primary School	2062	£ 1,097,972	£ 55,900	£ 1,153,872	5%
Our Lady's & St Georges Primary School	3311	£ 1,821,763	£ 130,000	£ 1,951,763	7%
Selwyn Primary School	3310	£ 2,552,138	£ 312,000	£ 2,864,138	11%
South Grove Primary School	2066	£ 2,750,706	£ 256,100	£ 3,006,806	9%
St Josephs R C Infant School	3305	£ 922,887	£ 64,400	£ 959,287	4%
St Josephs R C Junior School	3301	£ 1,014,456	£ 111,800	£ 1,126,256	10%
St Mary's C of E Primary School	3307	£ 2,097,736	£ 114,400	£ 2,212,136	5%

St Marys R C Primary School	3300	£ 853,854	£ 31,200	£ 885,054	4%
St Patrick R C Primary School	5200	£ 1,836,666	£ 126,100	£ 1,962,766	6%
St Saviour's C of E Primary School	3304	£ 1,716,416	£ 183,300	£ 1,899,716	10%
Stoneydown Park Primary School	2076	£ 1,848,801	£ 144,300	£ 1,993,101	7%
Thorpe Hall Primary School	2049	£ 2,251,004	£ 198,900	£ 2,449,904	8%
Parkside Primary School	2078	£ 1,737,042	£ 182,000	£ 1,919,042	9%
Whitehall Primary School	2006	£ 2,119,140	£ 200,200	£ 2,319,340	9%
Winns Primary School	2050	£ 3,769,451	£ 361,400	£ 4,130,851	9%
Woodford Green Primary School	2061	£ 885,130	£ 80,600	£ 965,730	8%
		£ 77,241,799	£ 6,347,900	£ 83,589,699	
ALL THROUGH SCHOOLS					
Buxton School	4000	£ 8,183,427	£ 707,625	£ 8,891,052	8%
George Mitchell All Through School	4062	£ 5,688,377	£ 449,590	£ 6,137,967	7%
		£ 13,871,804	£ 1,157,215	£ 15,029,019	
SECONDARY SCHOOLS					
Frederick Bremer Secondary School	4060	£ 6,075,858	£ 474,980	£ 6,550,838	7%
Heathcote Secondary School	4063	£ 6,003,620	£ 320,705	£ 6,324,325	5%
Holy Family College	4603	£ 5,392,649	£ 277,695	£ 5,670,344	5%
Kelmscott Secondary School	4075	£ 5,615,139	£ 418,880	£ 6,034,019	7%
Lammas Secondary School	4076	£ 5,678,148	£ 330,990	£ 6,009,138	6%
Leytonstone Secondary School	4069	£ 5,439,162	£ 342,210	£ 5,781,372	6%
Norlington Boys Secondary School	4064	£ 3,234,866	£ 214,115	£ 3,448,981	6%
Walthamstow Girls Secondary School	4072	£ 5,563,332	£ 313,225	£ 5,876,557	5%
Willowfield Secondary School	4066	£ 4,073,152	£ 250,580	£ 4,323,732	6%
		£ 47,075,926	£ 2,943,380	£ 50,019,306	
ACADEMIES					
Barclay Primary School	3308	£ 4,449,948	£ 353,600	£ 4,803,548	7%
Chapel End Junior Academy	2034	£ 1,480,012	£ 163,800	£ 1,643,812	10%
Chingford Hall (Silver Birch) Academy	2055	£ 1,278,336	£ 167,700	£ 1,446,036	12%
Chingford Secondary School	5401	£ 6,582,918	£ 347,820	£ 6,930,738	5%
Connaught Secondary School	4061	£ 3,615,051	£ 220,660	£ 3,835,711	6%
Highams Park Secondary School	5400	£ 6,418,920	£ 283,305	£ 6,702,225	4%
Hillyfield Primary Academy	2018	£ 4,076,815	£ 335,400	£ 4,412,215	8%
Roger Ascham Primary	2040	£ 2,444,424	£ 293,800	£ 2,738,224	11%
Riverley Academy Primary	2035	£ 2,172,221	£ 193,700	£ 2,365,921	8%
Rush Croft Secondary School	4001	£ 4,263,102	£ 301,070	£ 4,564,172	7%

Sybourn Primary Academy	2036	£ 2,745,102	£ 267,800	£ 3,012,902	9%
The Woodside School	2033	£ 4,451,636	£ 464,100	£ 4,915,736	9%
Thomas Gamuel Primary Academy	2037	£ 2,047,040	£ 198,900	£ 2,245,940	9%
Whittingham Community School	2081	£ 2,109,153	£ 204,100	£ 2,313,253	9%
Willow Brook Primary	2029	£ 2,838,712	£ 333,450	£ 3,172,162	11%
Yardley Primary School	2007	£ 1,907,785	£ 145,600	£ 2,053,385	7%
		£ 52,881,174	£ 4,274,805	£ 57,155,979	
		£ 191,070,703	£ 14,723,300	£ 205,794,003	7%

Appendix 3: Membership of the Schools Forum Task and Finish Group for the Pupil Premium:

Cate Duffy – Divisional Director Education Improvement (Chair)

Shona Ramsay- Headteacher Lammas School

John Hernandez - Headteacher Norlington School for Boys

Maureen Okoye- Executive Headteacher Davies Lane and Selwyn School's

Kath Souldard – Headteacher Greenleaf School

Julian Lee- Executive Headteacher Hawkswood Group and Virtual School

Judith Kirk - AD School Effectiveness

Steve White – NUT

Ian Moyes- NAS/UWT & Governor Connaught school

Akhtar Beg- Governor - Walthamstow School for girls

Nicholas Russell- Governor – Davies Lane School

Peter Dawe- Governor and Chair Schools Forum – Dawlish Primary School

Graham Moss- Finance Consultant

Rishi Peetamsingh- LA Finance Officer

Appendix 4: Review of Pupil Premium Eligibility in the School Population – Research and Information Management Team – Waltham Forest:

Please find attached as a separate document.

Appendix 5: Local Survey of Waltham Forest Headteachers

Pupil Premium Survey

Q1 Age Range

Answered: 12 Skipped: 1

#	Responses	Date
1	3-19	6/2/2014 12:40 AM
2	3-11	5/21/2014 8:54 AM
3	7-11	5/21/2014 6:41 AM
4	7-11	5/21/2014 5:43 AM
5	11-16	5/21/2014 5:33 AM
6	4-11	5/20/2014 6:43 AM
7	4-11	5/20/2014 5:33 AM
8	3 - 11	5/20/2014 4:35 AM
9	11-18	5/20/2014 2:11 AM
10	11 - 16	5/20/2014 1:21 AM
11	11 - 16	5/20/2014 1:01 AM
12	11-16	5/20/2014 12:14 AM

Q2 Area:

Answered: 12 Skipped: 1

#	Responses	Date
1	Walthamstow	6/2/2014 12:40 AM
2	Chingford	5/21/2014 8:54 AM
3	Walthamstow London	5/21/2014 6:41 AM
4	Walthamstow London	5/21/2014 5:43 AM
5	WALTHAMSTOW	5/21/2014 5:33 AM
6	Central	5/20/2014 6:43 AM
7	Chingford	5/20/2014 5:33 AM
8	Walthamstow	5/20/2014 4:35 AM
9	Higham Hill	5/20/2014 2:11 AM
10	Leytonstone	5/20/2014 1:21 AM
11	Leytonstone	5/20/2014 1:01 AM
12	Chingford	5/20/2014 12:14 AM

Q3 Proportion eligible for Pupil Premium 2013-14:

Answered: 9 Skipped: 4

#	Responses	Date
1	48%	6/2/2014 12:40 AM
2	33%	5/21/2014 8:54 AM
3	37%	5/21/2014 6:41 AM
4	50.8	5/21/2014 5:33 AM
5	20	5/20/2014 6:43 AM
6	19%	5/20/2014 5:33 AM
7	56%	5/20/2014 2:11 AM
8	47%	5/20/2014 1:21 AM
9	13%	5/20/2014 12:14 AM

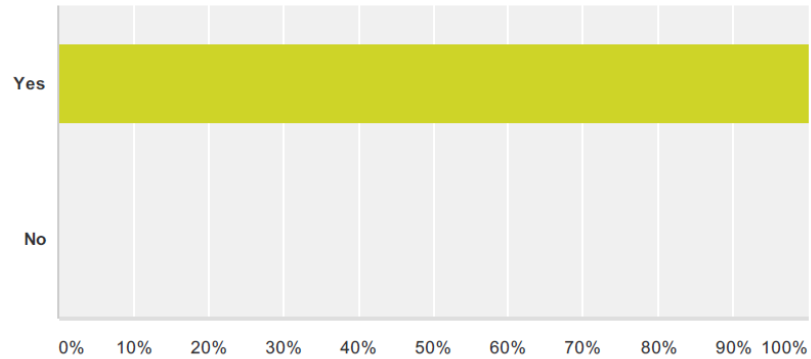
Q4 Proportion eligible for FSM 2013-14

Answered: 9 Skipped: 4

#	Responses	Date
1	39%	6/2/2014 12:40 AM
2	27%	5/21/2014 8:54 AM
3	37%	5/21/2014 6:41 AM
4	30.7	5/21/2014 5:33 AM
5	20	5/20/2014 6:43 AM
6	14%	5/20/2014 5:33 AM
7	28%	5/20/2014 2:11 AM
8	45% (ever 6)	5/20/2014 1:21 AM
9	13%	5/20/2014 12:14 AM

Q5 Have you told parents that registering for FSM will increase funding that the school receives?

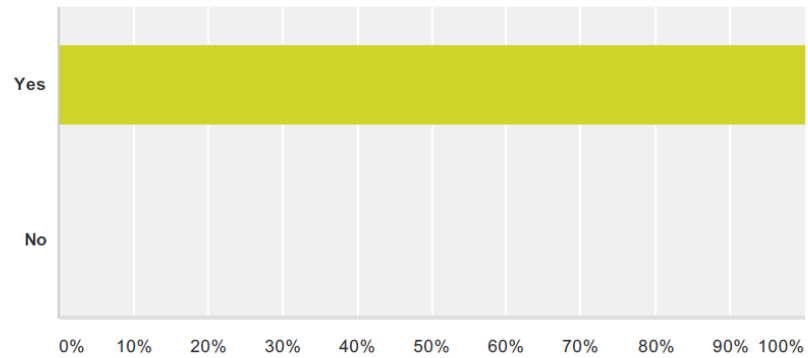
Answered: 9 Skipped: 4



Answer Choices	Responses
Yes	100.00% 9
No	0.00% 0
Total	9

Q6 Have you taken any pro-active measures to increase FSM registration?

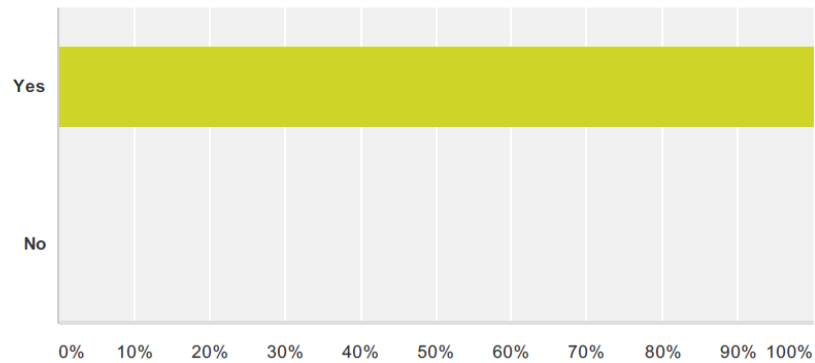
Answered: 9 Skipped: 4



Answer Choices	Responses
Yes	100.00% 9
No	0.00% 0
Total	9

Q6 Have you taken any pro-active measures to increase FSM registration?

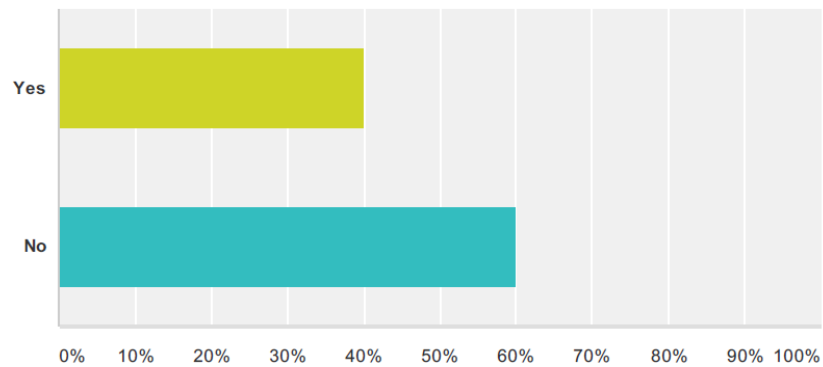
Answered: 9 Skipped: 4



Answer Choices	Responses
Yes	100.00% 9
No	0.00% 0
Total	9

Q7 Have you had examples of parents asking for evidence of how the Pupil premium has benefitted their child?

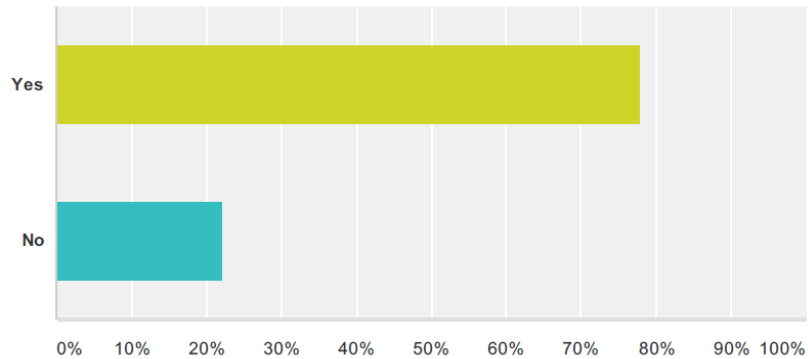
Answered: 10 Skipped: 3



Answer Choices	Responses
Yes	40.00% 4
No	60.00% 6
Total	10

Q8 Did you specifically target Looked After Children for support prior to Pupil Premium?

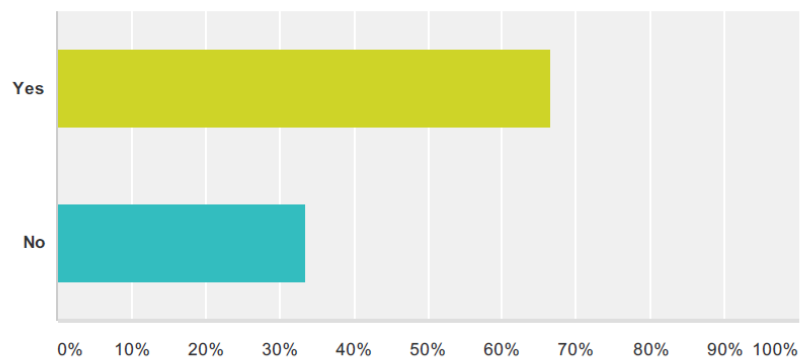
Answered: 9 Skipped: 4



Answer Choices	Responses
Yes	77.78% 7
No	22.22% 2
Total	9

Q9 Did you explicitly target other disadvantaged pupils for support before the Pupil premium?

Answered: 9 Skipped: 4



Answer Choices	Responses
Yes	66.67% 6
No	33.33% 3
Total	9

Q10 If so what criteria did you use to define disadvantage?

Answered: 6 Skipped: 7

#	Responses	Date
1	FSM, LAC, vulnerable groups	5/21/2014 8:57 AM
2	Child in Need, Looked after child, FSM, vulnerable children	5/21/2014 6:43 AM
3	FSM, knowledge of families, mobile children	5/20/2014 6:44 AM
4	poverty, health, medical needs, social change eg bereavement, divorce, EAL, SEN, LAC	5/20/2014 5:36 AM
5	Private Care, Pastoral Review	5/20/2014 2:21 AM
6	SEN, Poverty, Unemployment	5/20/2014 12:15 AM

Q11 Did you target all disadvantaged students or just some?

Answered: 6 Skipped: 7

#	Responses	Date
1	Yes, using our internal vulnerable group doc and RaiseOnline	5/21/2014 8:57 AM
2	Some, those most in need.	5/21/2014 6:43 AM
3	Some	5/20/2014 6:44 AM
4	ALL	5/20/2014 5:36 AM
5	All	5/20/2014 2:21 AM
6	All	5/20/2014 12:15 AM

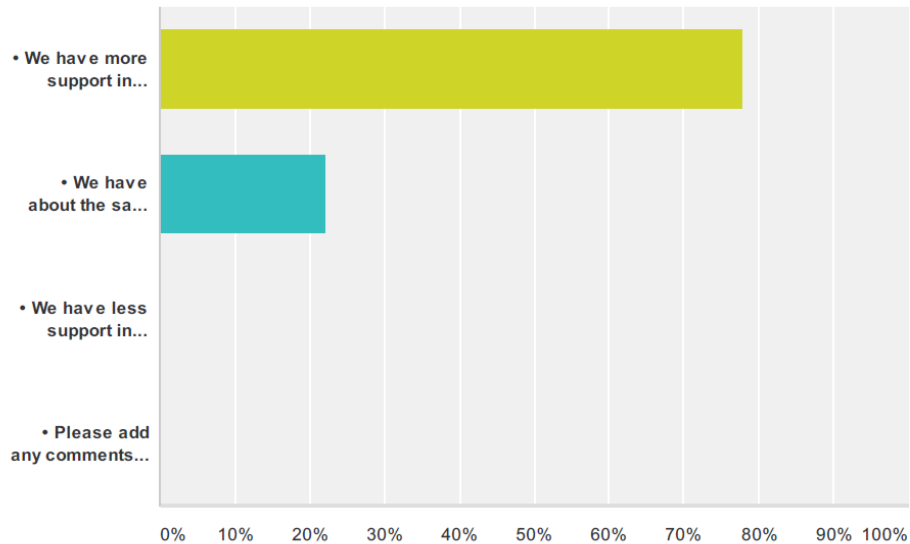
Q12 If some which students did you target?

Answered: 3 Skipped: 10

#	Responses	Date
1	N/A	5/21/2014 8:57 AM
2	Child in Need, Looked after Children, Disadvantaged family circumstance, vulnerable children	5/21/2014 6:43 AM
3	Those undeachieving or needing additional support.	5/20/2014 6:44 AM

Q13 Which of the statements below is most true of your school with regard to the support for disadvantaged pupils?

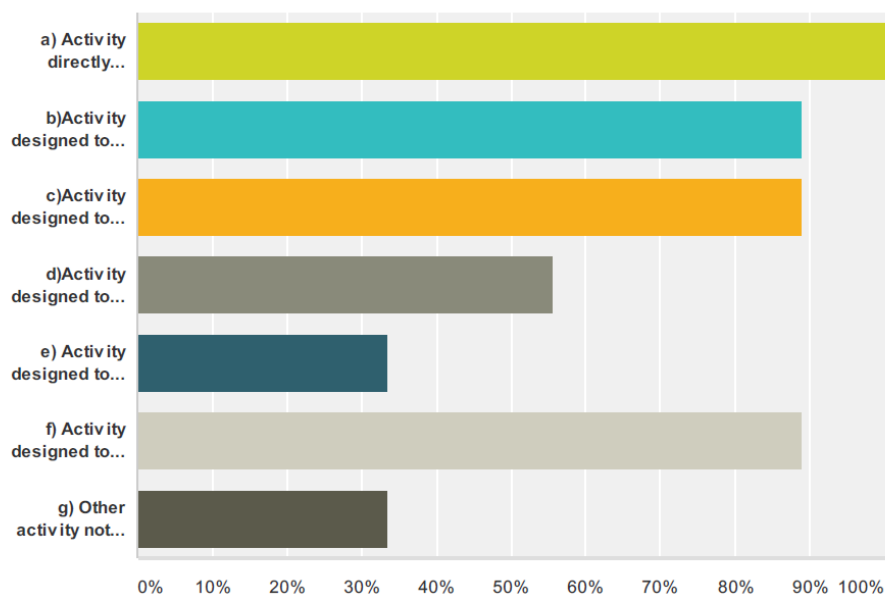
Answered: 9 Skipped: 4



Answer Choices	Responses	
• We have more support in place than before the introduction of the Pupil Premium	77.78%	7
• We have about the same level of support in place?	22.22%	2
• We have less support in place that before the Pupil Premium	0.00%	0
• Please add any comments to explain your answer	0.00%	0
Total		9

Q14 Which of the following does your school offer to support disadvantaged pupils?

Answered: 9 Skipped: 4



Answer Choices	Responses
a) Activity directly designed to boost learning: e.g. One to one tuition, in class support, reading recovery.	100.00% 9
b) Activity designed to address barriers to learning: e.g. CAMHS, Behaviour support.	88.89% 8
c) Activity designed to provide enrichment: eg. Summer schools, After school clubs.	88.89% 8
d) Activity designed to support parents and families: e.g family learning, parenting classes, engagement workers.	55.56% 5
e) Activity designed to provide alternative learning: e.g College courses.	33.33% 3
f) Activity designed to improve quality of teaching: e.g. CPD.	88.89% 8
g) Other activity not included above.	33.33% 3
Total Respondents: 9	

#	Please give details below on your selections above regarding your school's support to disadvantaged pupils	Date
1	Additional Speech and Language support Additional funding for after school clubs and summer clubs Introduced a befriending scheme to provide community based learning activities outside school hours Purchased additional resources targetted on individual pupils Increased stock of ICT resources	6/2/2014 12:43 AM
2	Parental support includes FAST, family literacy and numeracy, setting boundaries, ESOL courses Parental support includes FAST, family literacy and numeracy, setting boundaries, ESOL courses Charging and remissions policy includes free places for all PP on educational visits, school journey, enrichment activities eg music. Quality CPD for all staff. Additional qualified teachers. iPads and kindles for PP pupils	5/21/2014 9:03 AM 5/21/2014 9:03 AM

3	Setting up and running a nurture group in year 7 Literacy /numeracy intervention across the school, targeted at specific year groups: i)Y7/8 catch-up ii)y9/10 Sound training for reading scheme iii) Develop IGCSE English iv)Literacy intervention teacher v) LSA dedicated to Maths intervention Provide specialised and targeted support for vulnerable students: i)Learning mentor ii) EAL support iii)General LSA costs Raising aspirations and employability of PPG students i)Enhanced careers provision ii) Engagement with City business Enhance quality of diagnostic testing i)CATs ii)Reading diagnostic tests Encouraging progress and high achievement initiatives: i)Boosters and 1:1 tuition for y11 ii)Y11 reward programme iii)Y7-10 reward trips iv)Raise attendance(FSM) Raising aspirations and developing individual potential and talents of more able PPG students	5/21/2014 7:39 AM
4	Additional sport provision targeting pupils in need with free sport places. Pupil Counselling using Care Free Kids. Parenting Workshops run by Care Free Kids Personalised programmes of support for pupils and families.	5/21/2014 6:45 AM
5	Pre-Reception workshops (series of 6) - initially we tried to target FSM, but now we invite all - with additional encouragement for those families we know/believe to require additional support. Reading Recovery, followed by in-class transitional support, with Project X Code where necessary. Numbers Count, followed by in-class transitional support, with FirstClass@Number where necessary. Learning Mentor addresses behaviour and social needs - 1:1, group. Structured conversations - 1:1 fortnightly target setting meetings for children, who are underperforming. Disadvantaged children specifically targeted to attend pre/during/post school clubs. Disadvantaged children specifically targeted for free music tuition. Language groups to support children with language needs.	5/20/2014 6:49 AM
6	1:1 support with literacy veetical grouping (grouping by ability) On-site CAMHs therapist Access to AP CPD-emotinal/ mental health barriers to learning	5/20/2014 12:17 AM

Q15 What activities do you consider have been most effective in raising the attainment of disadvantaged children? Please rank the top 3

Answered: 9 Skipped: 4

#	Responses	Date
1	Speech and Language support Befriending ICT resources	6/2/2014 12:43 AM
2	Additional teachers to deliver quality first teaching, CPD for staff and thirdly free access to range of activities.	5/21/2014 9:03 AM
3	1. Introduction of y7 nurture group 2. Sound training for reading literacy programme 3. Maths intervention by dedicated LSA	5/21/2014 7:39 AM
4	High quality targeted intervention in school to raise attainment and progress of disadvantaged pupils. Working closely with parents. Close inter-agency working in an effort to meet the holistic needs of disadvantaged pupils and their families.	5/21/2014 6:45 AM
5	Reading Recovery Project X Code Numbers Count Structured Conversations	5/20/2014 6:49 AM
6	Improve quality of teaching Direct activities designed to boost learning Support for parents to reduce barriers to learning	5/20/2014 5:38 AM
7	a,b,c	5/20/2014 2:22 AM
8	1. Having a school wide clear set of expectations that all students, PP or non-PP, will perform. 2. CPD linked to student outcomes for all students (not just PP) 2. Student support in class	5/20/2014 1:21 AM
9	CAMHs support 1:1 literacy support CPD	5/20/2014 12:17 AM

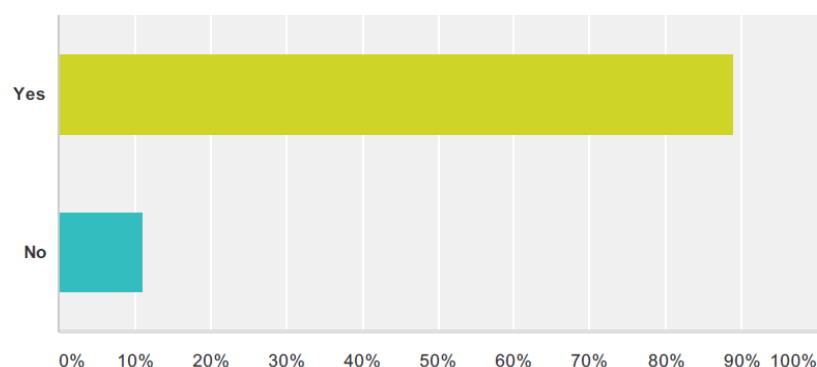
Q16 Which if any of the above is new activity that would not have happened without Pupil Premium Funding

Answered: 9 Skipped: 4

#	Responses	Date
1	Additional Speech and Language Support Befriending scheme	6/2/2014 12:43 AM
2	Additional teachers and free access to range of activities	5/21/2014 9:03 AM
3	1. Introduction of y7 nurture group 2. Sound training for reading literacy programme 3. Maths intervention by dedicated LSA	5/21/2014 7:39 AM
4	The additional funding has helped us to provide even more support for pupils who experience disadvantage.	5/21/2014 6:45 AM
5	Reading Recovery Project X Code	5/20/2014 6:49 AM
6	None	5/20/2014 5:38 AM
7	a	5/20/2014 2:22 AM
8	None	5/20/2014 1:21 AM
9	1:1 support	5/20/2014 12:17 AM

Q17 Do you have a designated lead for Pupil Premium?

Answered: 9 Skipped: 4



Answer Choices	Responses	
Yes	88.89%	8
No	11.11%	1
Total		9

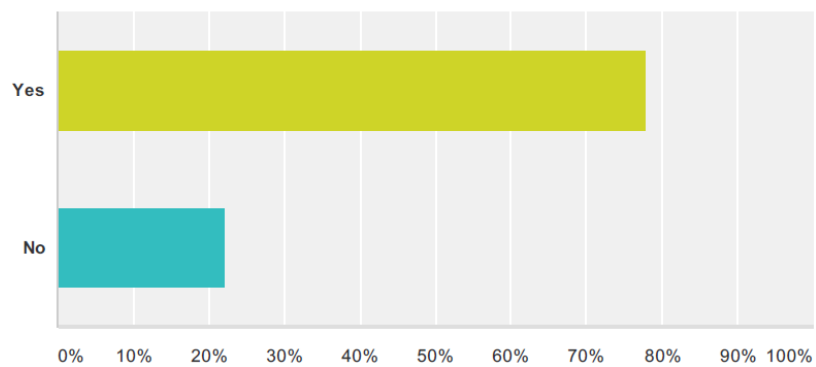
Q18 If yes- what is their position within the school?

Answered: 9 Skipped: 4

#	Responses	Date
1	Vice Principal	6/2/2014 12:46 AM
2	Assistant Headteacher	5/21/2014 9:18 AM
3	Headteacher	5/21/2014 7:43 AM
4	We operate a system of shared responsibility. All staff are aware of who the pupils are who are in receipt of PP.	5/21/2014 6:49 AM
5	Headteacher	5/20/2014 6:53 AM
6	Deputy Head teacher who is also the SENCO	5/20/2014 5:42 AM
7	Vice Principal	5/20/2014 2:25 AM
8	AHT	5/20/2014 1:21 AM
9	Headteacher	5/20/2014 12:21 AM

Q19 Do you have a designated governor with responsibility for Pupil Premium?

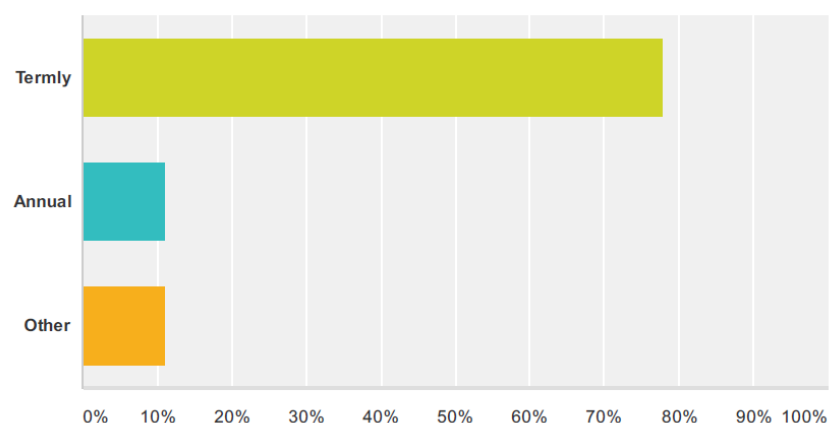
Answered: 9 Skipped: 4



Answer Choices	Responses
Yes	77.78% 7
No	22.22% 2
Total	9

Q20 How frequently do you report use and impact of Pupil Premium to governors?

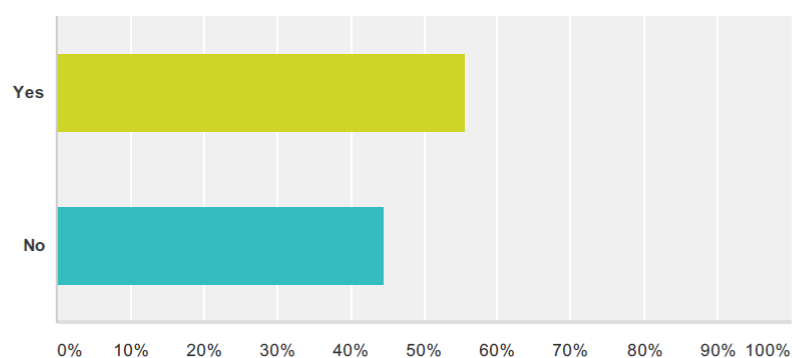
Answered: 9 Skipped: 4



Answer Choices	Responses
Termly	77.78% 7
Annual	11.11% 1
Other	11.11% 1
Total	9

Q21 Have you or your governors participated in specific training in relation to the use and impact of the Pupil Premium?

Answered: 9 Skipped: 4



Answer Choices	Responses
Yes	55.56% 5
No	44.44% 4
Total	9

Q22 If yes please provide details?

Answered: 4 Skipped: 9

#	Responses	Date
1	Key governors attended LA GBU training	5/21/2014 7:43 AM
2	Staff Governor	5/21/2014 6:49 AM
3	Making Interventions Count	5/20/2014 6:53 AM
4	Presentation and Q&A during Governors' Meeting Governor Services CPD opportunities	5/20/2014 12:21 AM

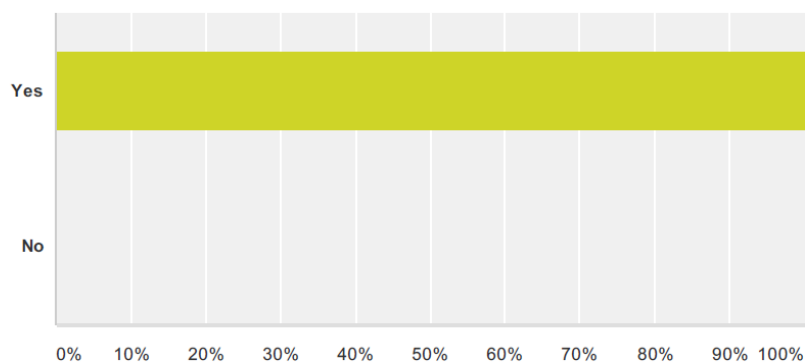
Q23 Do you separate or combine Pupil Premium with other pupil led funding such as SEN or Year 7 Catch Up?

Answered: 9 Skipped: 4

#	Responses	Date
1	Separate	6/2/2014 12:46 AM
2	Separate	5/21/2014 9:18 AM
3	There are separate spending and action plans.	5/21/2014 7:43 AM
4	SEND funding is kept distinct from PP funding although some pupils will benefit from both.	5/21/2014 6:49 AM
5	Separate	5/20/2014 6:53 AM
6	Separate	5/20/2014 5:42 AM
7	Yes	5/20/2014 2:25 AM
8	Funding is partially combined	5/20/2014 1:21 AM
9	Combine	5/20/2014 12:21 AM

Q25 Do you feel that you have a good understanding of the impact of the Pupil premium in your school?

Answered: 9 Skipped: 4



Answer Choices	Responses	
Yes	100.00%	9
No	0.00%	0
Total		9

Q26 What tools or approaches do you use to monitor the impact of Pupil Premium funds? Please provide details?

Answered: 9 Skipped: 4

#	Responses	Date
1	Individual support map Individual pupil reports from class teachers on impact, collated by Vice Principal	6/2/2014 12:46 AM
2	Qualitative and qualitative data at class and whole school level, including target tracker	5/21/2014 9:18 AM
3	Achievement data tracking pupil voice Literacy/numeracy testing	5/21/2014 7:43 AM
4	The OFSTED audit tool;. Internal assessment procedures which track the attainment and progress of pupils in receipt of Pupil Premium on a half termly basis.	5/21/2014 6:49 AM
5	Intervention Team meetings - entry and exit data, as well as feedback from staff. Whole School tracking data.	5/20/2014 6:53 AM
6	half termly monitoring of achievement and progress looking for ways to remove barriers to learning	5/20/2014 5:42 AM
7	Data Analysis Half-Termly updates by Subject Leader PASS (Pupils Attitudes to Self and School)	5/20/2014 2:25 AM
8	6 week analysis of performance, attendance, punctuality and behaviour	5/20/2014 1:21 AM
9	On-going Action Plan containing, spending details, expected outcomes and evaluation.	5/20/2014 12:21 AM

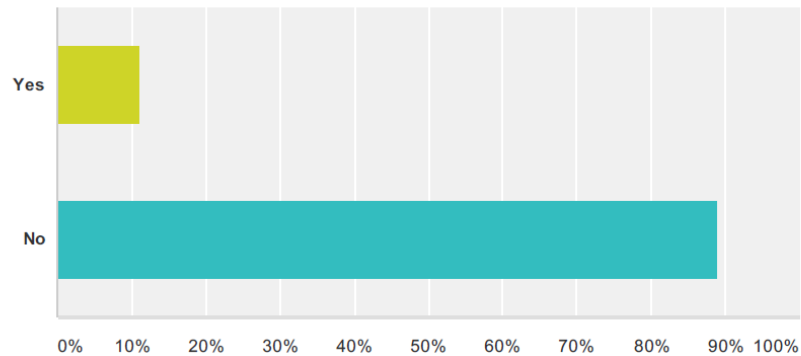
Q27 What are the challenges in monitoring impact?

Answered: 8 Skipped: 5

#	Responses	Date
1	Separating impact of pupil premium from the wide range of interventions used across the school Progress for pupils working within Level 1 is in very small increments so difficult to provide robust quantifiable data	6/2/2014 12:46 AM
2	Impact is measured through vigorous reporting systems but difficult to attribute accelerated progress to any one action taken.	5/21/2014 9:18 AM
3	Being clear that improvements in achievement are the direct consequence of pupil premium resources	5/21/2014 7:43 AM
4	It is often a package of support that has the biggest impact upon a child so it can be hard to drill down to which specific intervention made the biggest difference for some pupils.	5/21/2014 6:49 AM
5	Where pupils also have additional needs.	5/20/2014 6:53 AM
6	Needs to be systematic and a discussion had about barriers to learning and action plans to remove barriers.	5/20/2014 5:42 AM
7	Many strategies are not directly linked to student academic progress.	5/20/2014 2:25 AM
8	We have a constantly changing pupil roll.	5/20/2014 12:21 AM

Q28 Do you pool or resources with other schools to provide support for disadvantaged pupils?

Answered: 9 Skipped: 4



Answer Choices	Responses
Yes	11.11% 1
No	88.89% 8
Total	9

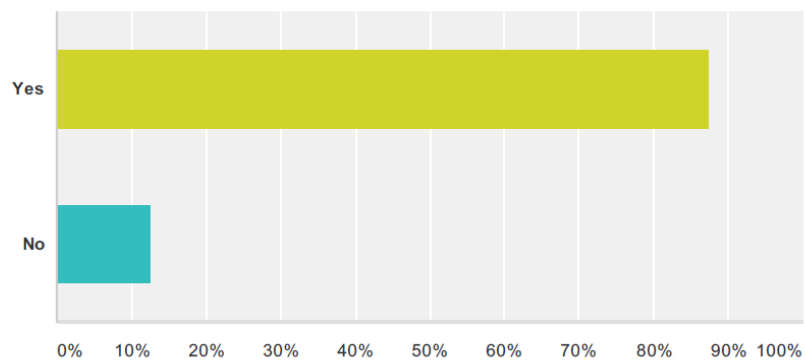
Q29 If yes please explain

Answered: 1 Skipped: 12

#	Responses	Date
1	Senior leaders supporting other school leadership teams with identification of vulnerable group tracking documents including PP children.	5/21/2014 9:18 AM

Q30 If not is this something you would consider in the future?

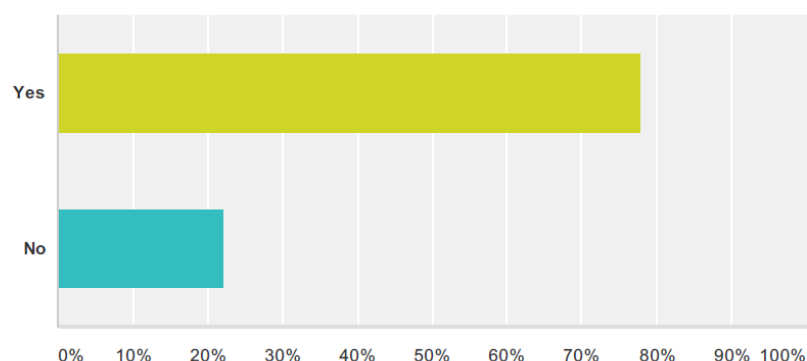
Answered: 8 Skipped: 5



Answer Choices	Responses
Yes	87.50% 7
No	12.50% 1
Total	8

Q31 Do you work with other organisations to support disadvantaged pupils?

Answered: 9 Skipped: 4



Answer Choices	Responses
Yes	77.78% 7
No	22.22% 2
Total Respondents: 9	

Q32 If yes which ones?

Answered: 7 Skipped: 6

#	Responses	Date
1	Social services MENCAP	6/2/2014 12:46 AM
2	Save the Children, Adult Learning, Chingford Horticulture Society, Beanstalk, 15 minutes a day.	5/21/2014 9:18 AM
3	CAMHS Social Services Educational Psychology Service Child and Family Speech and Language Care Free Kids Local Secondary Schools Community Police	5/21/2014 6:49 AM
4	School Journey Association	5/20/2014 6:53 AM
5	CHAOS Carefree Kids Bereavement counselling service in addition to CFCS	5/20/2014 5:42 AM
6	Challenge Partners	5/20/2014 1:21 AM
7	Social Services, NHS Young Hackney for OOB pupils CAMHs	5/20/2014 12:21 AM

Q33 Please add any additional comments or information you would like to provide with regard to the use and impact of Pupil Premium Funding in your school

Answered: 2 Skipped: 11

#	Responses	Date
1	The flexibility to meet individual needs is of great benefit in a special school where the emphasis is on personalised learning and personalised support for families	6/2/2014 12:46 AM
2	Charging and Remissions Policy, use and impact of PP on school website.	5/21/2014 9:18 AM

Appendix 6 : Guidance for Schools on PP (PP) for Looked After Children (LAC), Hawkswood Group, April 2014

THE HAWSKWOOD GROUP,

Yardley Lane,

Antlers Hill,

Chingford, E4 7RT

Julian Lee: Executive Headteacher and Virtual Headteacher for LAC

Contact: Janice Cupit (telephone: 020 8496 2277)

GUIDANCE FOR SCHOOLS ON PUPIL PREMIUM (PP) FOR LOOKED AFTER CHILDREN (LAC)

1. Summary

1.1 There are significant changes in arrangements for Pupil Premium for LAC from April 2014. This guidance summarises these changes and describes how the Virtual School plans to work with partners to implement them for our Waltham Forest LAC educated both in and out of the borough.

1.2 The Department for education (DfE) will allocate provisionally £1900 per child for the number of children looked after for at least one day as recorded in the March 2013 Children Looked After Data Return (SSDA903) and aged 4 to 15 at 31 August 2012. This allocation will be updated and finalised in October 2014 based on the number of children looked after for at least one day as recorded in the March 2014 Children Looked After Data Return (SSDA903) and aged 4 to 15 at 31 August 2013.

1.3 Unlike in previous years, there is no requirement for the authority to pass a set amount of funding onto the school. Instead the money must be managed by the Virtual School to be used to improve outcomes as identified in the Personal Education Plan (PEP) in consultation with the designated teacher. This puts the child's needs at the centre, managed through high quality PEPs.

1.4 The grant allocation for Looked After Children must be managed by the designated Virtual School Head in the authority that looks after those children. It must be used for the benefit of the looked after child's educational needs as described in their Personal Education Plan. The Virtual School Head should ensure there are arrangements in place to discuss with the child's education setting – usually with the designated teacher – how the child will benefit from any pupil premium funding. The local authority is not permitted to carry forward funding held centrally into the financial year 2015-2016. Grant held centrally that has not been spent by 31 March 2015 will be recovered.

1.5 Accountability for outcomes rests with:



THE HAWSKWOOD GROUP,
Yardley Lane,
Antlers Hill,
Chingford, E4 7RT

Julian Lee: Executive Headteacher and Virtual Headteacher for LAC
Contact: Janice Cupit (telephone: 020 8496 2277)

- The Virtual Head, who demonstrates how pupil premium funding is linked to raising achievement for looked after children and the school;
- The School, which is accountable for the educational attainment and progress of all its pupils.

2. Consultation

2.1 The Virtual Head will consult with head teachers and designated teachers about how they can work together to ensure the best use of Pupil Premium (PPP) between April and July 2014 through:

Secondary Heads (LBWF only)

Primary Heads (LBWF only)

Schools Forum (LBWF only)

Designated teacher network meetings

Social workers and carers via PEP meetings

2.2 Thereafter, the joint approach to Pupil Premium will be developed through designated teacher network meetings.

3. Criteria for use

3.1 The Pupil Premium will be used to improve educational outcomes for looked After children in the following areas:

- Academic achievement and progress
- Wider achievement e.g. in an area in which the child is gifted and talented
- Attendance
- Inclusion matters, eg: reducing internal and external exclusion or educational support for unaccompanied minors
- Transition (e.g. between key stages or between schools)
- Mental health (overcoming the effects of attachment and developmental trauma) where this affects learning



THE HAWSKWOOD GROUP,
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Chingford, E4 7RT
Julian Lee: Executive Headteacher and Virtual Headteacher for LAC.
Contact: Janice Cupit (telephone: 020 8496 2277)

4. Management and accountability

4.1 Personal Education Plan (PEP) Targets

- Pupil Premium will only be provided to meet needs identified in a high quality plan in the PEP with clear quantitative (and exceptionally, qualitative or soft) targets for improvement, underpinned by multi-agency support.
- The PEP will show the baseline data, target for improvement, expected outcomes and cost of support

e.g. Sam says he want to improve his reading. To enable Sam to accelerate progress in reading he will have 40 hours of one to one support at £30 per hour, membership of Letterbox Club and 15 minutes a night of reading with foster carers recorded in his reading log. Time period for achievement of this target: September 2014-July 2015. Measured by: progress from 2c to 3c.

N.B. national and international studies have shown the one to one tuition has a disproportionately positive impact for children in care. To aid transparency and audit we will fund one to one at a standard rate of £35 per hour, if provided or organised by the school.

5. Management of Pupil Premium

5.1 Pupil Premium support will be provided financially and in kind (e.g. additional one to one or educational psychology support)

5.2 If a target is for improvement over more than the life of the PEP, termly milestones may need to be agreed.

5.3 Funding may be amended to require specific outcomes or evidence before payment, suspended or ceased where it is not clear that a service is being provided or a plan delivered.



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Julian Lee: Executive Headteacher and Virtual Headteacher for LAC
Contact: Janice Cupit (telephone: 020 8496 2277)

5.4 Systems to provide Pupil Premium within a month of the sign off of a high quality PEP by the Virtual School will be set up with LA financial services. This is especially important for children who come into care and are in crisis.

5.5 We will not recoup Pupil Premium where a child moves during the term, unless the termly amount is greater than £630.

5.6 There is no Local Authority carry forward for Pupil Premium Plus.

6. How and why will the amount of Pupil Premium vary?

6.1 Children's needs vary and can 'spike'.

6.2 For some children £1900 is only a fraction of the cost of the support they need e.g.:

- Children who come into care in an emergency with a fragmented home and education history and who are behind academically
- Children who have to move in an emergency
- Children placed out of borough in other LAs where the level and quality of support may not be the same and who therefore will lose out without additional help
- Children where there is a significant (and often delayed) reaction to abuse and neglect, which manifests in hard to anticipate behavioural incidents

6.3 In view of this there will be a significant difference in the amount of Pupil Premium Plus distributed.

6.4 Proposals to pool Pupil Premium Plus to enhance services, providing its use is directly linked to children in care via the PEP, are welcomed.

7. Circumstances in which the Allocation of Pupil Premium will be considered carefully

7.1 The allocation of Pupil Premium will be discretionary, particularly regarding double funding or replacing funding which should already got to the child, for example:

- to fund SEN where the child is on School Action Plus (the school has a notional £6,000 per child in its budget)
- to fund services that should be provided via a statement, or EHC plan



THE HAWSKWOOD GROUP,
Yardley Lane,
Antlers Hill,
Chingford, E4 7RT

Julian Lee: Executive Headteacher and Virtual Headteacher for LAC
Contact: Janice Cupit (telephone: 020 8496 2277)

- other statutory work e.g. statutory assessment or support from health

7.2 We may only provide extra funding to independent schools and for children 100% educated in Alternative Provision in exceptional circumstances, because these are already funded at a high level, through the High Needs Block

7.3 Where there is a need to clarify what funding a school is providing from its own resources, the school may need to provide evidence before Pupil Premium Plus can be allocated.

8. Centrally Managed Services

8.1 Because of their vulnerability and high degree of mobility all children in care need an 'insurance policy': a central service for them that can work with schools to support in relation to these risks and provide services that a school could not maintain on its own in readiness for a crisis.

8.2 In view of this a notional £500* per capita will be held back to provide:

- Educational Psychology with a particular focus on complex cases and supporting schools to become 'Attachment Aware'
- Additional Education Welfare support to improve attendance as required
- One to one support as required
- Support for LAC in transition e.g. moving out of borough or to bridge KS2-3, or 4-5
- Intensive support where children are at risk of exclusion over and above the proactive strategies taken by the school

This guidance will be kept under review via the designated teacher network and any changes or developments will be communicated to schools and LA stakeholders by the virtual school.

*this amount may go up or down

Links to documents referred to directly in the text:

Cambridgeshire County Council, *PP: Raising the achievement of the disadvantaged, A PP Handbook for Cambridgeshire Schools*,
https://www.learntogether.org.uk/resources/Documents/Pupil_Premium_HandbookFINAL.pdf 2012

Education Endowment Foundation, *Evaluation Glossary*
<http://educationendowmentfoundation.org.uk/evaluation/evaluation-glossary>

Ofsted, *The PP, Analysis and Challenge Tool for Schools*,
<http://www.ofsted.gov.uk/sites/default/files/documents/surveys-and-good-practice/t/The%20Pupil%20Premium%20-%20Analysis%20and%20challenge%20tools%20for%20schools.pdf> January 2013

Ofsted, *The PP: An Update*,
<http://www.ofsted.gov.uk/sites/default/files/documents/surveys-and-good-practice/t/The%20pupil%20premium%20-%20an%20update.pdf> July 2014

Ofsted, *The PP, How schools are spending the funding successfully to maximise achievement*,
<http://www.ofsted.gov.uk/sites/default/files/documents/surveys-and-good-practice/t/The%20Pupil%20Premium%20-%20How%20schools%20are%20spending%20the%20funding.pdf> 2013

Sutton Trust, *Teaching and Learning Toolkit*,
http://educationendowmentfoundation.org.uk/uploads/toolkit/EEF_Teaching_and_learning_toolkit_Feb_2014.pdf February 2014 (*To be updated*)

The Department of Education, *Evaluation of PP Report*,
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/243919/DFE-RR282.pdf July 2013

Rea, Hills and Sandals 2011 cited in National College for Teaching and Leadership, *Closing the gap: how system leaders and schools can work together*.
<http://www.isospartnership.com/uploads/files/ctg-how-system-leaders-and-schools-can-work-together-full-report.pdf> April 2013

Other useful resources and further reading:

Education Endowment Foundation, *Is PP 'doomed to success'?*
<http://educationendowmentfoundation.org.uk/news/eef-blog-is-pupil-premium-doomed-to-success/> 17 July 2014

Ofsted, *PP starting to make a positive difference in many schools*
<http://www.ofsted.gov.uk/news/pupil-premium-starting-make-positive-difference-many-schools-0?news=23410> 16 July 2014

The Department of Education, *Impact of teaching schools*,
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/309938/teaching-schools-impact-report-2014.pdf March 2014

The Department of Education, *PP, Virtual School Heads' Responsibilities*,

