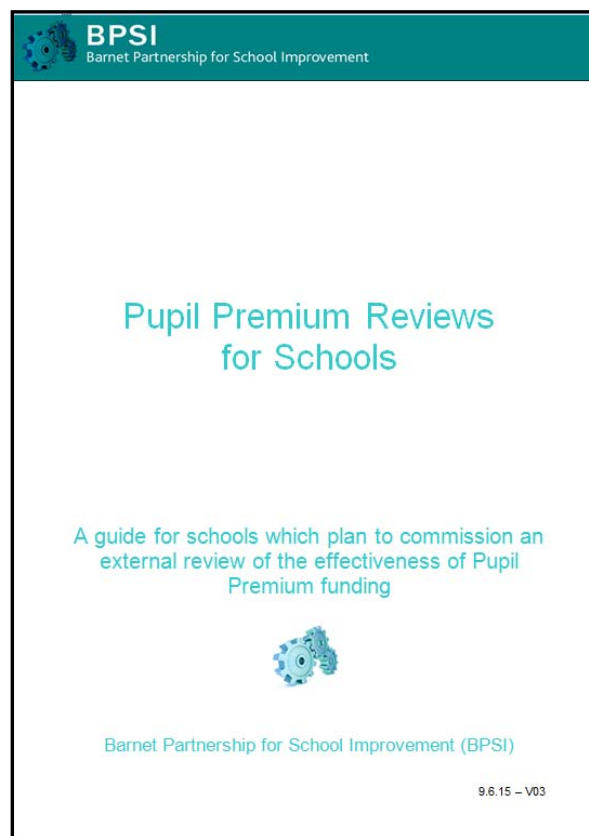


BPSI

Pupil Premium Review



Pupil Premium review: rationale

Moral

- Maximising impact to improve outcomes for disadvantaged pupils

Professional

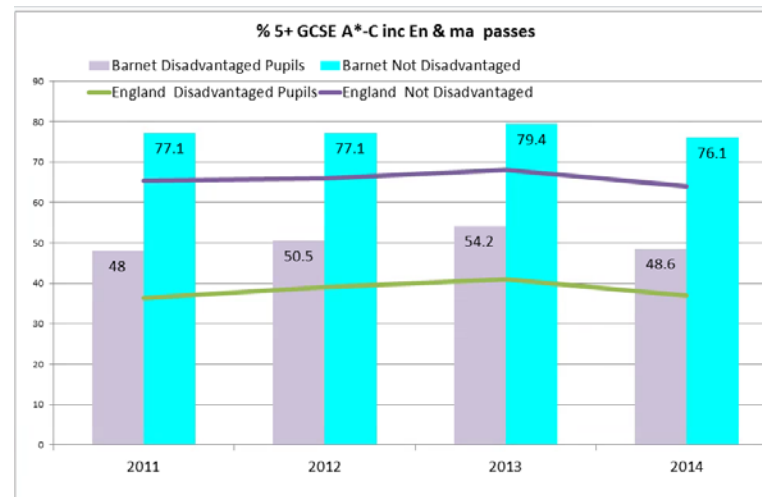
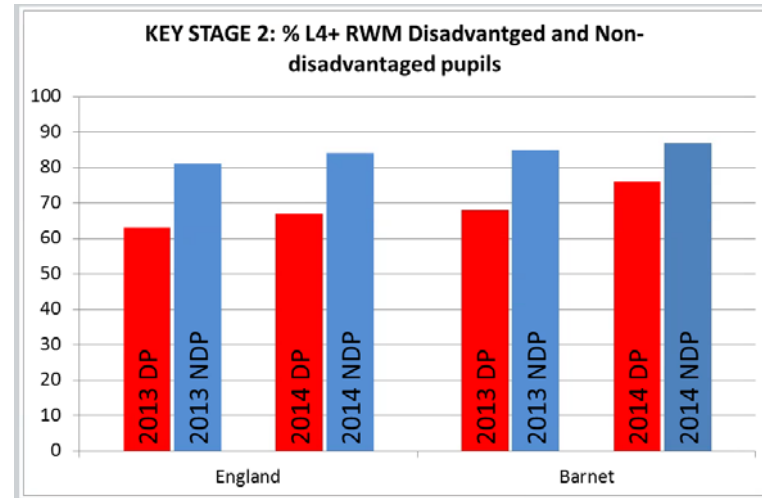
- Optimising management of resources & expenditure through monitoring & evaluation processes

Statutory

- Accountability – Ofsted, governance, parents, public

Disadvantaged pupils in Barnet

- At KS2 and KS4 , DP have better outcomes than DP nationally
- At KS2 the DP - NDP gap is narrower than the national gap
- At KS4 the gap is similar to national



Pupil Premium: Ofsted 2015

Ofsted inspections will look at the performance of DPs, the way in which the Pupil Premium Grant is used and its impact.

Where outcomes and provision are weak or ineffective, Ofsted could require an external review of the use of Pupil Premium

Use of the pupil premium

Inspectors will gather evidence about the use of the pupil premium in relation to the following key issues:

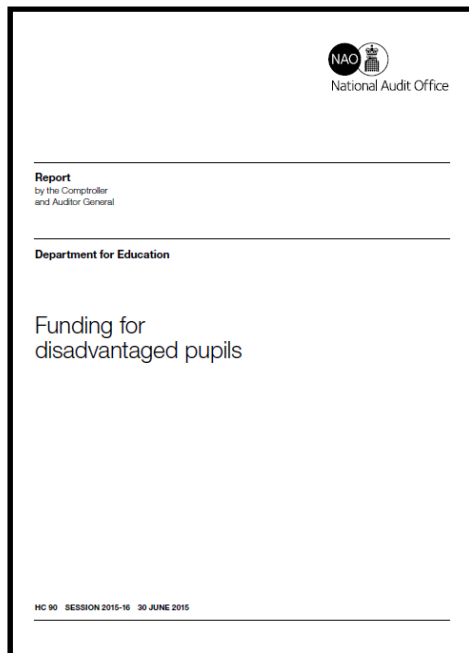
- the level of pupil premium funding received by the school in the current academic year and levels of funding received in previous academic years
- how leaders and governors have spent the pupil premium, their rationale for this spending and its intended impact
- any differences made to the learning and progress of disadvantaged pupils as shown by outcomes data and inspection evidence.

Inspectors will recommend an external review of the school's use of the pupil premium if they identify specific issues regarding the provision and outcomes for disadvantaged pupils. The form of words to be used in the inspection report is:

'An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.'

Impact of Pupil Premium Grant

Whilst the Pupil Premium Grant has raised attainment and improved progress of DP, it is not always used effectively or efficiently



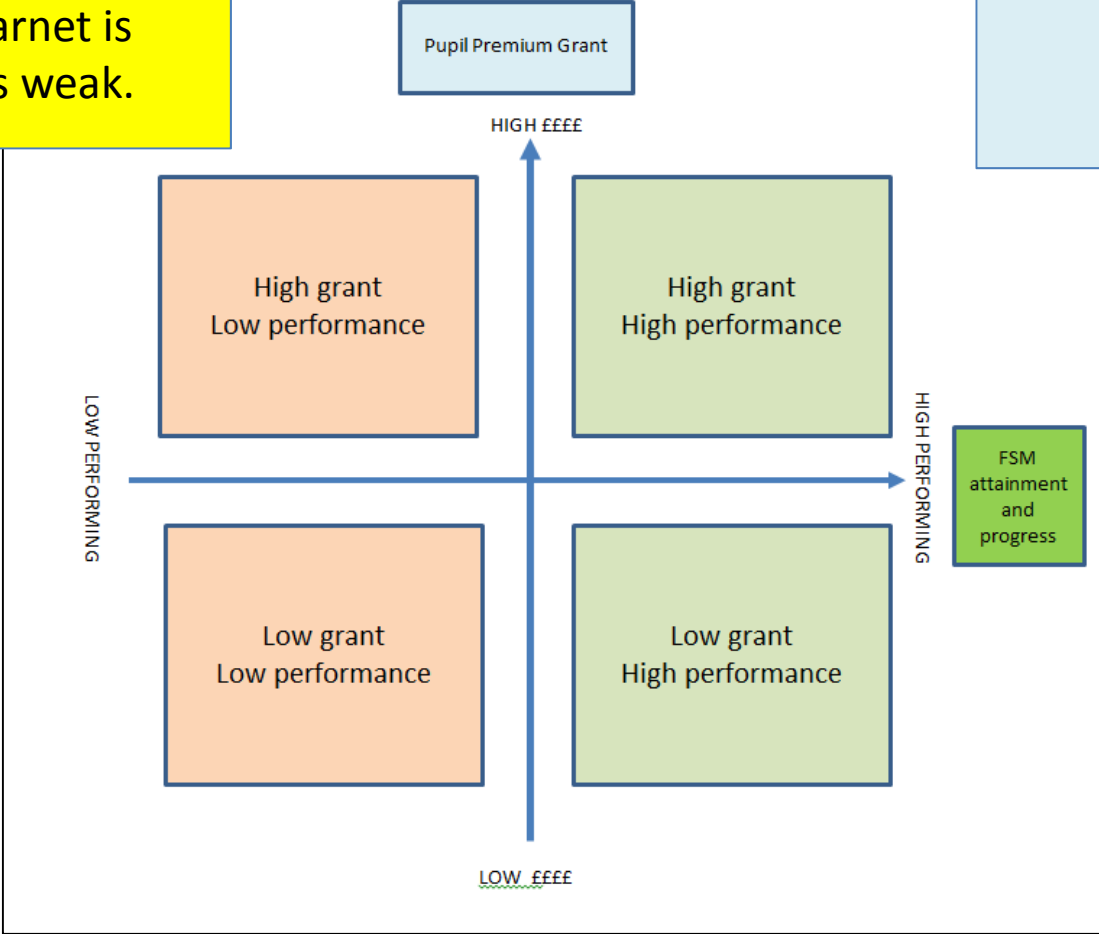
- Many schools **spend some of the Pupil Premium on approaches that may not be cost-effective**, based on current evidence, reducing the funding's impact.
- Schools make different choices about which pupils to target Pupil Premium activities on; this freedom brings benefits but there is **a risk that some disadvantaged pupils miss out on the full benefit of the funding.**

Source: *Funding for Disadvantaged Pupils*

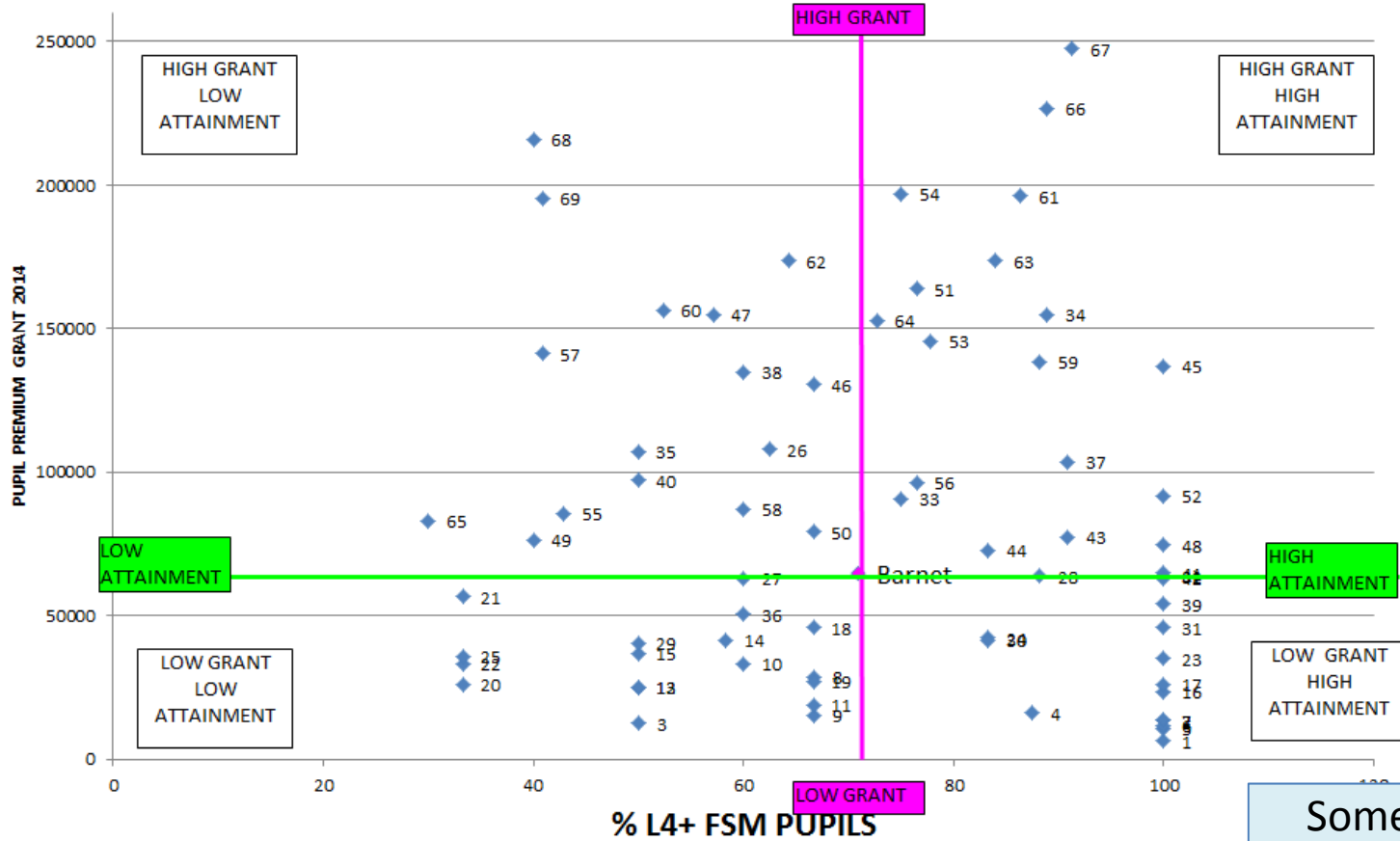
National Audit Office for Department for Education June 2015

High grant doesn't always lead to high impact; correlation between size of grant and improved progress of DP in Barnet is sometimes weak.

Impact and value for money

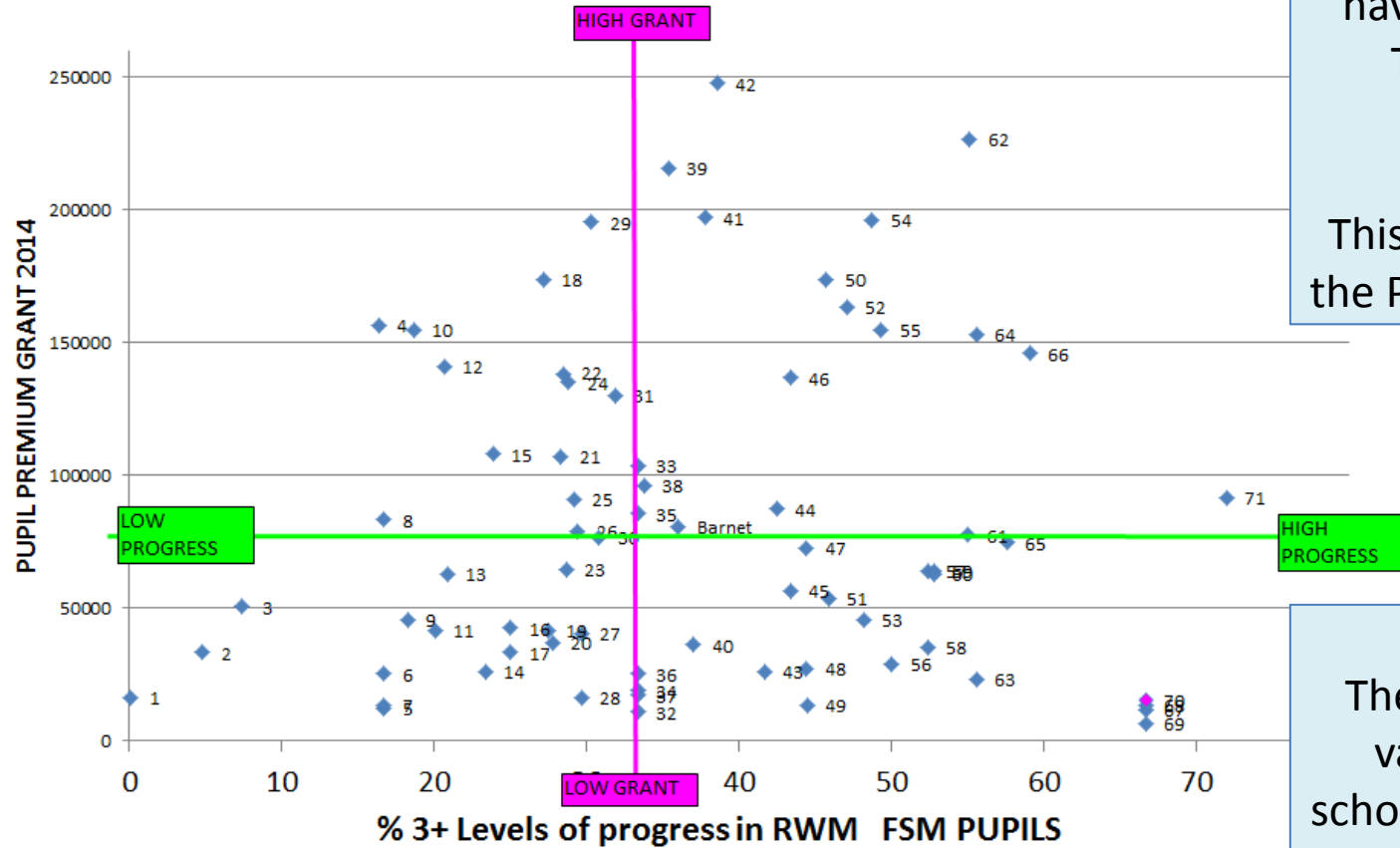


KS2 2014: % L4+ RWM FSM PUPILS



Some disadvantaged pupils have a lower starting point than their peers, so their attainment may be lower but...

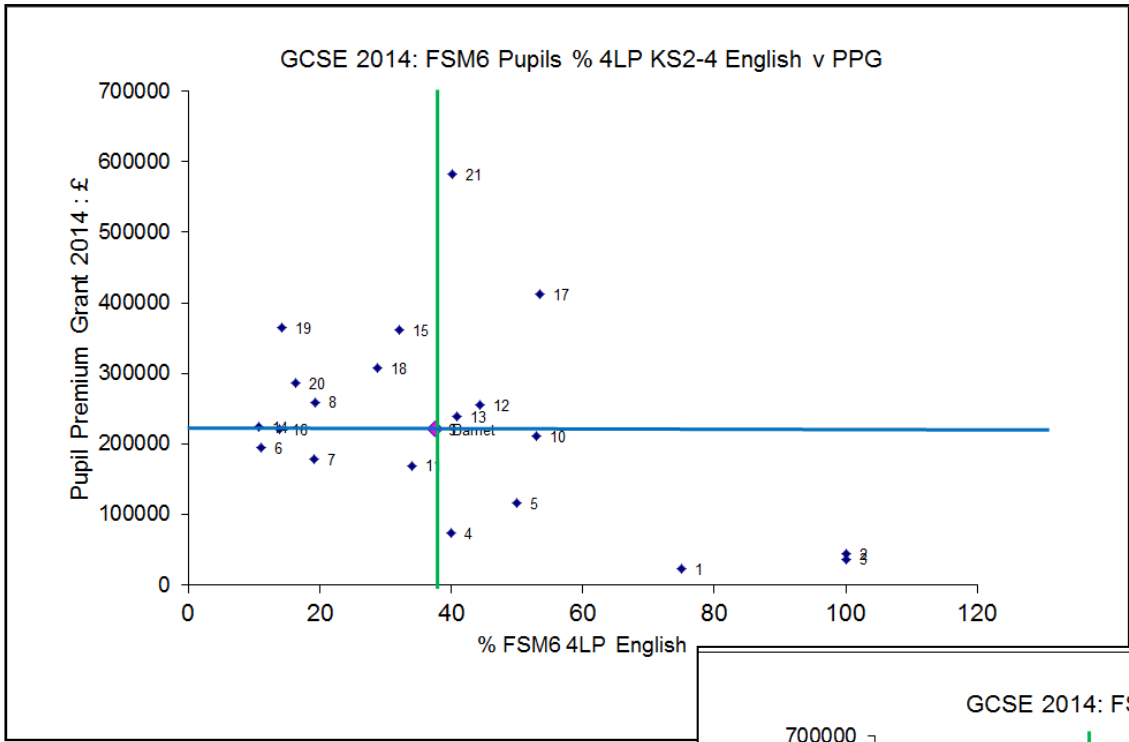
KS2 2014 % 3 levels of progress in RWM: FSM PUPILS



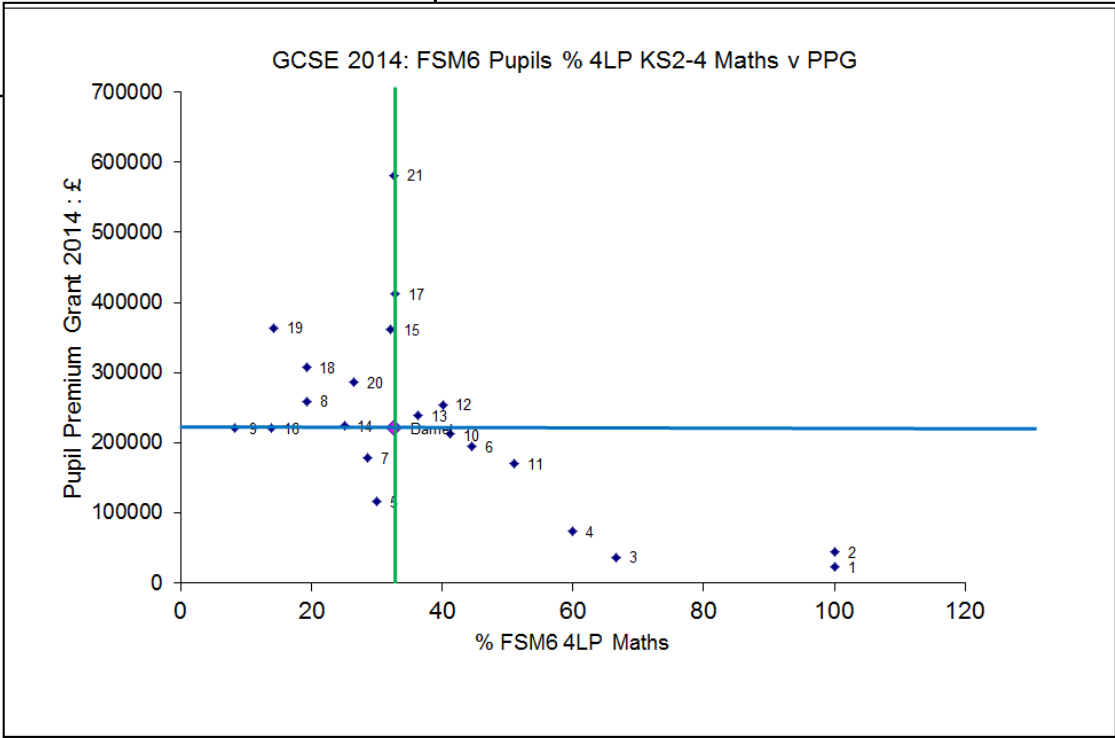
...If the gap is to be narrowed, disadvantaged pupils have to make BETTER THAN EXPECTED PROGRESS.

This is the rationale for the Pupil Premium Grant

There is considerable variation between schools in terms of their success in accelerating the progress of disadvantaged pupils



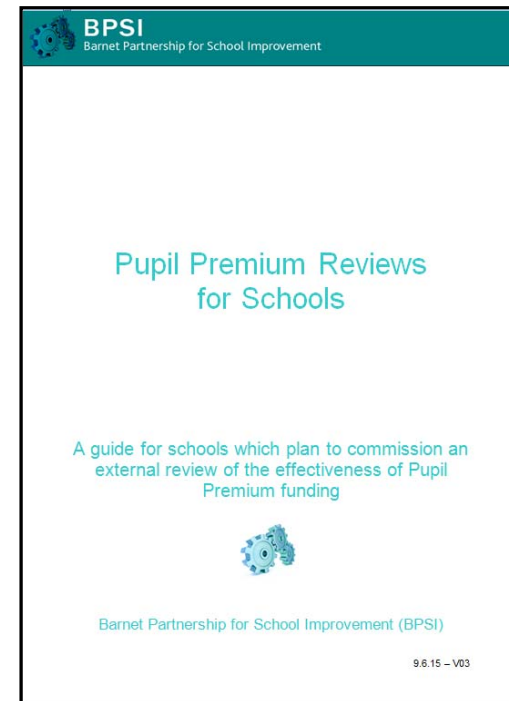
The relationship between good progress for disadvantaged pupils and the Pupil Premium Grant is variable across secondary schools



Pupil Premium Reviews for schools

- Developed for BPSI by Sally Rundell & John Paxton
- A local (and complementary) response to guidance published NCTL & TSC*
- Can be used as part of school self-evaluation or to support formal Pupil Premium review
- Needs mediation – peer head for self-evaluation or trained reviewer for full review

*Teaching Schools Council



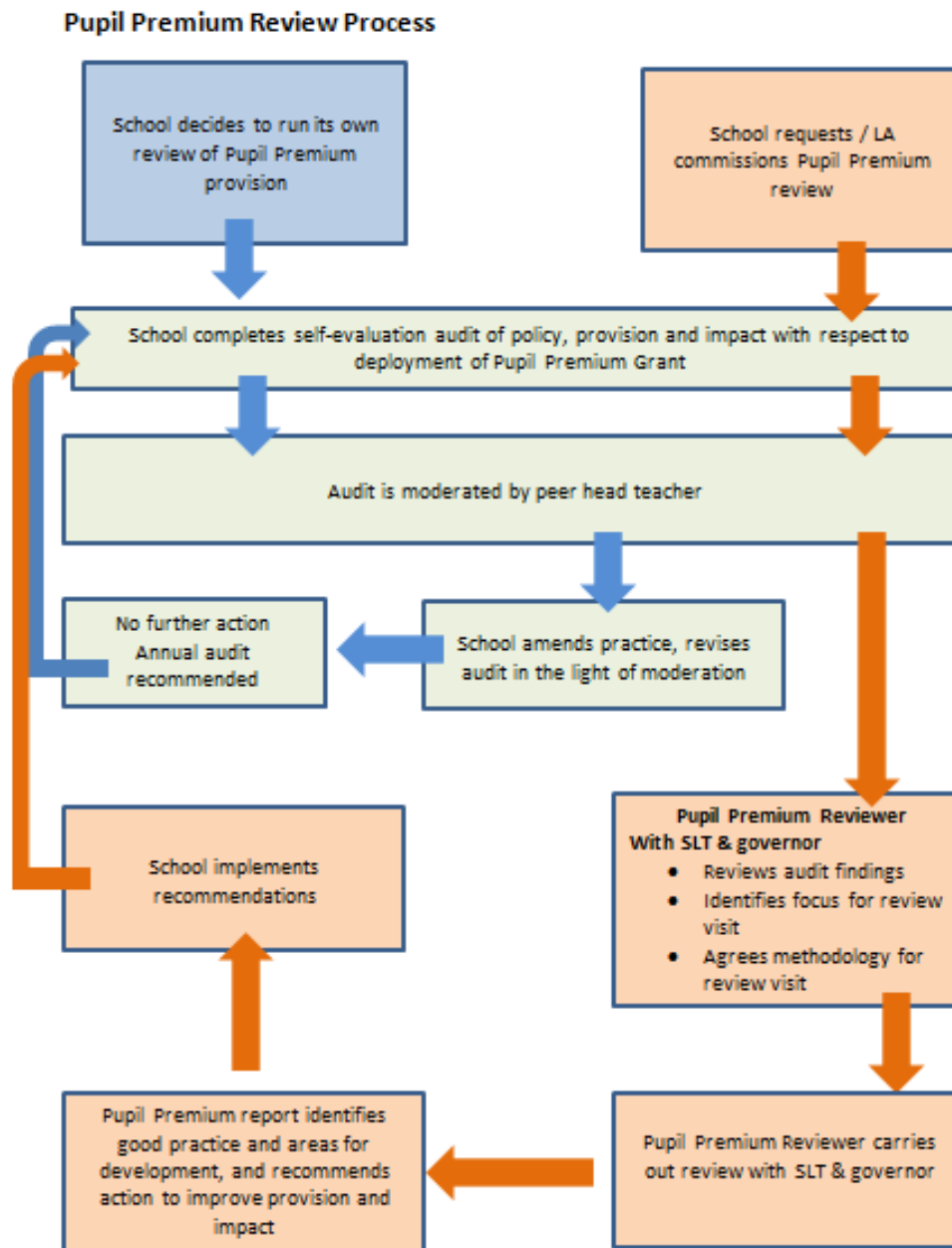
Available on BPSI
website

Outcomes

Pupil Premium Review will help schools to

- identify areas of strength and areas for improvement
- evaluate spending patterns
- review deployment of resources
- improve accountability
- develop partnership working
- sharpen self-evaluation processes

BPSI Pupil Premium Audit and Review Process



The audit

The audit is organised into 10 sections which aim help schools gauge the effectiveness of:

- 1. Policy and planning:** the principles & practice underpinning the school's approach to deployment of Pupil Premium Grant
- 2. Leadership and Management:** discharge of responsibilities for the deployment of funds, overseeing of identification processes, intervention programmes, monitoring and evaluation
- 3. Identification of needs and target setting for improvement :** the systems and processes for identifying pupil needs and barriers to progress, target setting
- 4. Improvement planning :** addressing the needs of disadvantaged pupils
- 5. Provision:** the interventions chosen by the school to address identified needs
- 6. Monitoring Processes** systems for monitoring the appropriateness and impact of planning and provision and in tracking the progress of disadvantaged pupils
- 7. Parents and carers:** the school's engagement with and support for parents and carers in the learning of disadvantaged pupils
- 8. Professional Development:** the development all staff in supporting disadvantaged pupils
- 9. Impact:** the school's analysis and evaluation of the impact of provision and interventions to improve outcomes for disadvantaged pupils
- 10. Reporting:** reporting the deployment of Pupil Premium Grant and its impact in line with Statutory Guidance

The formal review process

Six stages:

Prior to review: School self-evaluation and analysis	School completes audit; peer HT moderates
Shaping the focus of the review	Reviewer analyses audit findings, agrees focus and methodology of review with HT
Carrying out the review	Reviewer visits school to collect evidence through observations, learning walks, interviews, work scrutiny etc
Reporting the recommendations	Strengths, areas for development identified and reported, recommendations for improvement offered
Action Planning	School develops and implements action plan to address weaknesses
Follow up visit	School evaluates impact of action plan – possible re-audit. Reviewer visits to QA.

Practicalities

Promotion to schools, governors

- Launch at HT conference
October 9
- Governor Briefings
 - 30 Sept & 4 Nov

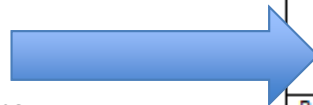
Training for reviewers and peer heads / SLT

- Initial training for reviewers
June 2015

Costs / time

- 12 hrs total BPSI hrs

Activity	Reviewer role	Estimated Time
Prior to the review: Self-evaluation and analysis	<ul style="list-style-type: none"> • Analyse school's audit, documents and data: develop key questions for the focus of the review • Complete pre-review analysis template and send to school 	2 hours
Shaping the focus of the review (Telephone meeting with headteacher)	Agree: <ul style="list-style-type: none"> • focus of review • schedule for the review, 	1 hour
Carrying out the review (One day in school)	<ul style="list-style-type: none"> • meet <u>HT, CoG</u> Lead Governor, PP lead: discuss key questions emerging from audit and data analysis • conduct agreed series of meetings with staff, observations, learning walks, book <u>scrutinies</u>, etc. • prepare a brief summary feedback identifying strengths and areas for development 	7 hours
Reporting the recommendation	Draft a formal report using the template	2 hours
Action Planning		
Follow up visit	Carry out a follow up visit to evaluate progress.	<u>TBA</u>



Effective pupil premium reviews

A guide developed by the Teaching
Schools Council and Sir John Dunford,
Pupil Premium Champion

November 2014

NCTL & TSC published guidance for:

- Pupil premium reviewers, including all teaching school heads, national leaders of education and local leaders of education.
- School leaders of schools receiving a review recommendation from Ofsted, DfE local authority, sponsor trust or other relevant body.
- School leaders of schools already raising attainment for disadvantaged pupils, who either want to commission a review to improve their strategy or undertake their own self-evaluation without commissioning a review.