

The Pupil Premium 2016-17 September version

Analysis and challenge tools for schools

This booklet accompanies Ofsted's Pupil Premium report (January 2013). It contains a series of tools that schools can use to help them to analyse where there are gaps in achievement between pupils who are eligible for the Pupil Premium and those who are not, and to plan the action they need to take.

Age group: 5–16

Published: January 2013

Reference no: 130045



Corporate member of
Plain English Campaign
Committed to clearer communication

361

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/130045.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

No. 130045

© Crown copyright 2013



Contents

Analysis and challenge toolkit for school leaders: secondary	Error! Bookmark not defined.
Where are the gaps in Year 11?	Error! Bookmark not defined.
Where are the gaps (other year groups)?	Error! Bookmark not defined.
Where are the gaps (other eligible groups)?	Error! Bookmark not defined.
Reflective questions	Error! Bookmark not defined.
Analysis and challenge toolkit for school leaders: primary	4
Where are the gaps (Year 6)?	5
Where are the gaps (other year groups)?	7
Where are the gaps (other eligible groups)?	11
Reflective questions	12
Planning and evaluation outline	13
Self-review questions for Governing Bodies	19

Analysis and challenge toolkit for school leaders: primary

On the following pages are modified versions of the tables used by inspectors during the Pupil Premium survey. Schools could use these to inform discussions between school leaders and governors, and help to shape future strategic planning for the use of the Pupil Premium funding. The tools could also be used to aid self-evaluation and may help with preparing for a section 5 or section 8 inspection. The tables can be adapted for future use by changing the dates. They could also be adapted to focus on achievement gaps for any other groups in the school.

Data for the pupil outcomes table for Year 6 should be taken from RAISEonline.

Data for other year groups should be available from the school's own tracking of pupils' attainment and progress.

Financial year	Amount of Pupil Premium funding
2013-14	£100,065
2014-15	£136,500
2015-16	£143,880
2016-17	£146,500

Where are the gaps (Year 6)?

Year 6: Indicator (using data from RAISEonline for 2014 and 2015, and school data for current Year 6. Definition of FSM for this purpose is the same as RAISE – those pupils eligible for the Pupil Premium under the ‘Ever6’ measure. LAC and service children in later section).	2016 (School) gap between FSM and non FSM School	2016 (2015) gap between FSM and FSM national	2017 outcome for FSM	2017 outcome for non FSM	2017 gap	Comments/ contextual information
Attainment - ARE in Reading 2016	65% (75%)					
GAP	-10%					
Attainment – ARE in Writing 2016	75% (50%)					
GAP	+25%					
Attainment - ARE in Mathematics 2016	70 (75%)					
GAP	-5%					
Attainment – ARE in R, W & Maths 2016						
GAP						
Average scaled score – Reading 2016	100.3					
Average points score – Writing 2016	-					
Average points score – Mathematics 2016	101.8					

Achievement – expected progress in Reading 2016	-0.8
GAP	
More than expected progress in Reading 2016	
GAP	
Achievement – expected progress in Writing 2016	-0.2
GAP	
More than expected progress in Writing 2016	
GAP	
Achieve - expected prog in mathematics 2016	0
GAP	
More than expected progress in mathematics 2016	
GAP	
Attendance 2015-16	95% (+1.3% 2015)
Persistent absence	6.1% Down from 12.6% in Aut 1
Fixed-term exclusions	0

Where are the gaps (other year groups)?

Year group

What does your data analysis tell you about the relative attainment and achievement of FSM and non-FSM pupils for each year group? Are there any gaps? Is there evidence of closing gaps compared with previous years' data?

Early Years Foundation Stage

2014-15

2015-16

	Brownmead			Birmingham		
	% Ever6	% Non	+/-	% Ever6	% Non	+/-
GLD	58	72	-14	56	67	-11
CL	100	83	17	71	78	-8
PD	100	94	6	78	85	-7
PSED	83	100	-17	74	83	-8
Literacy	75	78	-3	59	70	-11
Maths	67	72	-5	64	74	-10
UKW	67	78	-11	70	78	-8
Arts	100	78	22	75	82	-7
Av Pts	34.9	34.7	0.2	31.5	33.9	-2.4

- Disadv pupils achieved better in all areas than Birmingham apart from UKW which is -3%
- GLD is above Birmingham
- APS is sig+ above Birmingham

Year 1 (consider whether pupils are making expected progress on the basis of their Early Years Foundation Stage score; consider the phonics screening check)

2014-15

In reading the progress of PP and Non-PP is broadly in line (5.6APS/5.8APS) and both above expectations. Attainment is 12.8/14.2APS. Non-PP have attained at a greater level meaning the gap is -1.4APS.

In writing the progress of PP and Non-PP is broadly in line (6.4APS/6.5APS) and both above expectations. Attainment is 11.8/12.4, meaning that PP are 0.6APS behind Non-PP.

In maths, the progress of PP and Non-PP is broadly in line (6.1APS/6.5APS) and both above expectations. Attainment is 12.5/13.1APS, meaning that PP are 0.6APS behind non-PP.

In Reception 2014, the gap between PP and Non-PP was wider in all areas. See Raise Online 2015.

Summary, PP are achieving broadly in line with non-pp which indicates a reduction of the gap from the end of Rec.

Phonics reading check indicates that 64% of PP achieved the standard compared to 66% national. 94% of non-pp achieved the standard compared to 80%.

2015-16

13 PP pupils with 8% achieving ARE compared to 41% Non-PP in Reading and writing

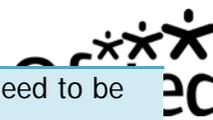
31% ARE in Maths compared to 59% Non-PP

40% of the PP children are SEND

Year 2 (consider predicted end of key stage results for reading, writing and mathematics at each sub-level, as well as current data)

2014-15

In reading the progress of PP is below that of the Non-PP (4.2APS/5.6APS) and is below expectations. Attainment is closer with 16.3/16.8APS. Non-PP made more progress which narrowed the gap that



existed, with PP doing very well the year before. The gap has now gone the other way. We need to be mindful of this.

In writing the progress of PP is below Non-PP (2.9APS/4.8APS) and are below expectations. Attainment is 14.0/15.7, meaning that PP are 1.2APS behind Non-PP. Again the gap that existed at the end of year 1 did narrow but has gone the other way, with the non-PP making better progress.

In maths, the progress of PP is below Non-PP (4.7APS/5.4APS) and is below expectations. Attainment is 15.5/16.8APS, meaning that PP are 1.3APS behind non-PP.

In summary, there was a gap at the end of year1 where non-PP were behind the progress rates of PP. This has now, on the whole been reversed but the gaps have gone the other way. We need to ensure that this comes back to both groups making progress that is broadly in line with each other.

Attainment for Y2 PP is on track apart from in Writing. This group need a focus to ensure they make progress.

2015-16

69% of 13 PP pupils achieved ARE in Reading which is broadly in line with Non-PP 71%. The gap is smaller than the Birmingham gap of -10.

In writing, 46% achieved ARE compared to 59% Non-PP. These figures sit just below Birmingham levels.

In maths, our PP achieved higher than Non-PP (77% compared to 65% meaning a positive gap of 12, compared to the Birmingham gap of -12. See 2014-15 Y1 to see how the gap in Maths has been eradicated, whilst Reading continues to be broadly in line. Writing is the anomaly within the new assessment process and higher expectations.

Year 3

2014-15

In reading the progress of PP is below Non-PP (3.2APS/4.3APS) and both above expectations. Attainment is 19.8/20.5APS, both above national expectations. Non-PP have progressed at a greater level meaning the gap is -0.7APS, which has reversed from last year. We need to be mindful that this doesn't increase further and we can bring this in line.

In writing the progress of PP and Non-PP is in line (4.1APS/4.1APS) and both above expectations.

Attainment is 18.9/19.4, meaning that PP are 0.5APS behind Non-PP. The gap has remained the same from the end of last year.

In maths, the progress of PP is below Non-PP (2.8APS/4.4APS) and is below expectations. Attainment is 19.6/20.8APS, meaning that PP are 0.6APS behind non-PP.

In summary, in Reading and Maths the gap that existed because PP children were making better progress than non-PP has been reversed and now has gone the other way. Writing for this group is an issue so through Talk for Writing and the new curriculum we will monitor the rates of progress.

2015-16

PP have achieved better than Non-PP with positive gaps of 14% Reading, 3% Writing and 3% Maths. At the end of year 2 the PP children were achieving below Non-PP so the gaps have closed in all areas.

Year 4

2014-15

In reading the progress of PP and Non-PP is in line (4.2APS/4.1APS) and both above expectations. Attainment is 22.8/24.5APS. Non-PP have attained at a greater level meaning the gap is 1.7APS, which has narrowed slightly.

In writing the progress of PP and Non-PP is broadly in line (3.8APS/3.5APS) and both above expectations. Attainment is 22.5/24.6, meaning that PP are 2.1APS behind Non-PP. Because PP have made more progress the gap has narrowed.

In maths, the progress of PP and Non-PP is in line (3.7APS/3.7APS) and both above expectations. Attainment is 22.8/26.2APS, meaning that PP are 3.4APS behind non-PP, meaning that the gap has remained the same.

The progress rates of both these groups have been in line with each other, with PP making greater progress in Reading and Writing, reducing the gaps.

2015-16

There are 21 PP (35% SEND) children in this cohort with 15% achieving ARE in writing compared with 40% Non-PP. The gap for this group has widened. In writing the % is the same at 20%, maintaining the gap from last year and in maths the PP achieve higher by 5% (15%/10%), compared to last year



where the achievement gap has narrowed.
7 of the 8 WBR boys are PP.

Year 5

2014-15

In reading the progress of PP is greater than Non-PP(3.7APS/3.1APS) and both above expectations. Attainment is 27.2/28.2APS. PP have made greater progress meaning the gap is -1.0APS.

In writing the progress of PP is greater than Non-PP (3.8APS/3.3APS) and both above expectations. Attainment is 26.4/27.6, meaning that PP are 1.2APS behind Non-PP, with the gap narrowing.

In maths, the progress of PP and Non-PP is broadly in line (3.3APS/3.5APS) and both above expectations. Attainment is 27.0/28.2APS, meaning that PP are 1.2APS behind non-PP, broadly in line with last year's gap.

2015-16

There appears to be a widening of the gap between PP and Non-PP. There are 18 PP children in this cohort and 28% of these are SEND. In reading 36% PP/54% Non-PP, Writing 18%/46% Non-PP and in maths 27% PP/ 62% Non-PP. Last year the achievement of both these groups was broadly in line. Consider the support when in Year 6.

Where are the gaps (other eligible groups)?

Group	Comment on predicted outcomes in 2016 and any gaps. Consider attainment, progress, attendance and exclusions.
Looked after children	None – only post LAC. Data for these children indicate Y2 child – good progress making better than expected progress in all areas. Y3 child – Above expected progress in all areas.

Service children

None

Reflective questions

To what extent are the strengths and priorities suggested by this data clearly evident in the school's self-evaluation and improvement plans? If any are missing, outline them below and add them to your improvement plan or use the separate planning and evaluation outline on page 12.

Which strengths are not reflected in your self-evaluation?

Which priorities are not reflected in your school improvement plans?

We need to carefully monitor the progress of both of these groups. On the whole our Pupil Premium pupils make good progress. We have identified the areas where we need to focus support. This is being instigated through new methods of teaching maths and English and through required intervention identified through pupil progress meetings.

We need to consider the fact that where Pupil Premium children have made good progress one year and the gap is in their favour, we plan how to maintain that progress whilst ensuring that Non-PP also have the required focus in order to get the gap closed.

Planning and evaluation outline 2016-17

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?
1. Additional TA in EYFS 16 hours per week	£11,000	New	An additional TA with EYFS experience will support the practice in EYFS and enable a focus on Pupil Premium children in PSED.	Close the gap between PP and non-PP pupils in PSED. Improve outcomes generally.	Data capture via classroom monitor. Regular updates on progress in phase and SLT meetings	
2. TA support to deliver interventions	£27,000	Continuous	TAs will deliver direct daily catch up and support for all pupils across the school. This will include any pupil premium children identified.	A quick catch up will support pupils in lesson time through quality first teaching. Planned intervention will	Half termly assessments and pupil progress meetings detailing the effectiveness of the support.	

				help any identified pupils make faster progress.		
Year 1 and Year 5 needing a focus in 2016-17. Also focus on supporting more able pupils to achieve higher levels.						
3. Yearly subscription to Bug Club	£1,500	Continuous	This gives all of our pupils, including 109 pupil premium the ability to access online reading at home. It is a positive reading system that rewards pupils.	Reading across the school improves and the engagement with homework activities.	Half-termly assessments and regular review of Bug Club.	
4. Bug Club Extra-curricular	Staffing costs for clubs £5,000	Continuous	A homework and dinner time club to support the pupils who do not read at home.	As above	Half termly assessments.	See above
There are 20 PP pupils who regularly access the lunchtime Bug Club provision, some of these are children who do not have access to a PC at home. School can allocate books regularly to ensure that these pupils are reading.						
5. Read, Write Inc training and resources support	3 development days £3,000 Training for staff and RWI lead £2,000 RWI out of class to support T&L of RWI £4,500	Continuous	We will continue to support all pupils in EYFS, Y1 and Y2 to achieve the required standard of reading ability at the end of each phase. We have 40 pupils who qualify for this funding.	Maintain the improvement in Y1 phonic scores and improve reading and writing across the school. This will give a good structure for further improvement in KS2.	Phonic score assessments and ongoing RWI support.	

	RWI 1:1 boosters £1000					
6. Y6 revision clubs for Spring and Summer terms	£5,000	Continuous	We have 18 pupils who qualify and this support will be additional classes after school to focus on areas of need.	Maintain the good progress of pupil premium in end of year and ongoing assessments.	Half termly assessments and KS2 SATS.	
7. Extra-curricular provision	£12,000	Continuous	Using a sports coach to provide a greater range of opportunities for all pupils including 109 PP to attend additional sporting clubs.	Increase participation in a range of sport activities and opportunities to participate.	Attendance at clubs and enjoyment in learning through surveys.	
Not included						
8. Music Services	£8,000 Creative connections £2,000	Continuous	We provide the opportunity for all Year 4 children to learn brass.	Helps to identify talent and gives all pupils the chance to try something creative.	Ongoing observation and concerts.	
Creative connections – including, visits to Ikon gallery, working with an artist in school on a piece based on heritage, culture and identity, poetry slam and Pingo arts project with BCU. In addition we ensure that Y4 receive Brass tuition once a week. 45% of this class are PP. We also have individual brass tuition for 10 pupils who elect to continue. 70% of these are PP.						
9. Forest School	£3,000	Continuous	We will use a Forest School training to	Achievement will be improved by	Overall levels of attendance and	I

			deliver sessions with identified groups and classes to support a range of learning needs from social to confidence building.	the participation of identified pupils who will engage fully in the curriculum after developing confidence and social skills.	end of year outcomes.	
--	--	--	--	---	-----------------------	--

Forest school was introduced to encourage a wider understanding of outdoor learning. For some of our pupils, the opportunity to engage in an outdoor activity helped to develop their social and communication skills.

10. Breakfast Club	£4,000	Continuous	We have breakfast club available for those that need this service. We also encourage families to attend where we know there is a need.	Attendance levels of club. Engagement in activities and readiness to start the school day.	Achievement levels and attendance of identified pupils.	
---------------------------	---------------	------------	--	--	---	--

We have been offering breakfast club for a number of years. We use some of our PP money to support this initiative. We currently have 80 children on the books for breakfast club that is almost 40% of the pupils. Of these, 51% are PP. Of the regular attendees 83% are PP. We offer the breakfast club to families when there is a need, e.g. If there are attendance issues.

11. Post LAC fund	£1,200 Maximum of £600 per LAC	Continuous	We set a pot of money aside that can be claimed against by families, supporting the additional activities for these pupils, broadening their experiences.	Levels of achievement for identified pupils.	Half termly assessments and governors meetings to justify spend.	
--------------------------	--	------------	---	--	--	--

We have 2 children that qualify for Post-LAC funding. Governors set the limit of £600 per LAC per year to go to activities to support educational and welfare development. For our 2 pupils they attend regular dancing clubs outside of school and the fund has supported the purchase of IT equipment for use at home to support learning. For these pupils it has also paid for school trips. These 2 pupils are good attenders and are engaged in a quality of life that may have been lacking at some point during their early development.

12. Easter revision club	£1,500	Continuous	A further opportunity to offer all Year 6 the chance to attend Easter classes to support learning.	Improved outcomes at the end of year 6 for all pupils and the 18 identified PP.	End of year SATs.	
13. Y6 teachers split classes	£30,000	Continuous	A focus on particular children due to smaller class sizes.	Improved outcomes at the end of year 6 for all pupils and the 18 identified PP.	End of year SATs. Ongoing assessments.	
14. Senior Learning Mentor support	£15,000	Continuous	Mentoring, Academic, Family support for families identified as needing this support.	Cohesive school with strong relationships leading to positive outcomes for pupils.	Through own evidence trail of support and help. Pupil data.	
<p>Miss Broadhurst delivers a range of support for children. In total, so far this year she has engaged with 135 pupils 81% of which are PP. This support is delivered by herself.</p> <p>We have friendship groups, co-operation groups, confidence/self-esteem groups, gross motor skills groups, behaviour/choices groups, team-building sharing, bereavement and individual support for pupils who are upset or have attendance issues. The benefit of this work taking place is that it helps the pupils to fully engage in the life of the school and improve their outcomes.</p> <p>This is on top of the range of work that takes place with certain families.</p>						
15. Pilot Partnership Sports/ academic programme	£5,000	Continuous	To provide a greater range of opportunities for all pupils including 109 PP to attend additional sporting clubs and competitive	A broader range of activities offered to support academic and sporting skills.	Review of provision and outcomes for pupils through sports report and pupil data.	

			curriculum events.			
--	--	--	--------------------	--	--	--

We continue to buy into the pilot partnership which gives all the children to participate in a range of activities from academic to sporting. It also gives the chance for over 100 pupils to attend the Birmingham Rep theatre to perform to 1000 people in the audience.

We will have a number of children represent Brownmead in competitions such as, Countdown, Spelling Bee, 21, Book of records, Rounders, netball, kwik cricket, athletics and swimming. We also are able to offer very cheap residential for all pupils throughout the year.

17. Y3 & Y4 support from AHT	£8,000	Support for Y3 to ensure that there is consistency in approach towards all groups of pupils inc. PP.	Team teaching in Y4 English to hone skills for this underperforming group. Coaching in Y3 to support good outcomes.	Ensure good progress in Y3 writing and Y4 Reading and writing.	Half termly assessments	
---	---------------	--	---	--	-------------------------	--

18. TA SKE Maths CPD programme	£10,000	TAs to complete the training that teachers had last year to further develop maths teaching across the school.	A year long course that will explore the art of teaching maths mastery.	Close gaps in attainment between PP and non-PP children. Especially in KS2.	Half termly assessments leading to positive end of year outcomes.	
---------------------------------------	----------------	---	---	---	---	--

TOTAL	£159,700					
--------------	-----------------	--	--	--	--	--

Self-review questions for Governing Bodies

Governors' knowledge and awareness

1. Have leaders and governors considered research and reports about what works to inform their decisions about how to spend the Pupil Premium?
2. Do governors know how much money is allocated to the school for the Pupil Premium? Is this identified in the school's budget planning?
3. Is there a clearly understood and shared rationale for how this money is spent and what it should achieve? Is this communicated to all stakeholders including parents?
4. Do governors know how the school spends this money? What improvements has the allocation brought about? How is this measured and reported to governors and parents via the school's website (a new requirement)?
5. If this funding is combined with other resources, can governors isolate and check on the impact of the funding and ascertain the difference it is making?
6. Do governors know whether leaders and managers are checking that the actions are working and are of suitable quality?

Leaders and managers' actions

1. Do the school's improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?
2. Do the actions noted for improving outcomes for Pupil Premium pupils:
 - give details of how the resources are to be allocated?
 - give an overview of the actions to be taken?
 - give a summary of the expected outcomes?

- identify ways of monitoring the effectiveness of these actions as they are ongoing and note who will be responsible for ensuring that this information is passed to governors?
 - explain what will be evaluated at the end of the action and what measures of success will be applied?
3. Is the leader responsible for this area of the school's work identified?
 4. How do governors keep an ongoing check on these actions and ask pertinent questions about progress ahead of any summary evaluations?
 5. Are the progress and outcomes of eligible pupils identified and analysed by the school's tracking systems? Is this information reported to governors in a way that enables them to see clearly whether the gap in the performance of eligible pupils and other pupils is closing?

Pupils' progress and attainment

1. Does the summary report of RAISEonline show that there are any gaps in performance between pupils who are eligible for free school meals and those who are not at the end of key stages? (Look at the tables on the previous pages of this document for some indicators to consider)
2. Do the school's systems enable governors to have a clear picture of the progress and attainment of pupils who are eligible for the Pupil Premium **in all year groups across the school**, not just those at the end of key stages?
3. If there are gaps in the attainment of pupils who are eligible for the Pupil Premium and those who are not, are eligible pupils making accelerated progress – are they progressing faster than the expected rate – in order to allow the gaps to close? Even if all pupils make expected progress this will not necessarily make up for previous underperformance.
4. Is the school tracking the attendance, punctuality and behaviour (particularly exclusions) of this group and taking action to address any differences?

Overall, will governors know and be able to intervene quickly if outcomes are not improving in the way that they want them to?