

Evaluating the impact of Pupil Premium funding

A sample of Moodle Plus resource
Workshop for Governors or SLT

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Moodle Plus preview

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Overview

In this document

There are a series of questions and activities that can be used to stimulate discussion about how effective a school is at using Pupil Premium funding to make a real difference to disadvantaged pupils.

It could be used with senior or middle leaders, governors or whole staff groups

Introduction

The questions and activities can be used by leaders to evaluate the impact of the Pupil Premium Strategy.

It is important to gather qualitative information about the school's work with disadvantaged pupils, alongside pupils' progress, attainment and attendance data. This information can then be used to review the impact and relative strengths and weaknesses of the main strategies.

There is no one strategy to improve the outcomes for disadvantaged pupils. Every school context is different and the needs of each individual pupil are different. Therefore a variety of strategies are needed; some will be consistent over time, others will need to be changed or adapted in response to different barriers for learning.

Without doubt high quality teaching has the biggest impact; teaching must be consistently good for these vulnerable pupils.

Does the strategy include these elements?



Focus the evaluation....

- How can leaders and governors get a greater insight into staff perceptions, understanding and school culture?
 - Which questions can be selected?
 - Which staff can be asked which questions?
 - What activities would be beneficial?
- What is the evaluation telling us?
- How can next steps be incorporated into school improvement processes?

Learning culture

- What are our expectations for disadvantaged pupils' learning? Is there really a culture of no excuses?
- Do we distinguish between special educational needs, low attainment on entry and disadvantage?
- Are outcomes for disadvantaged pupils a focus for all leaders? How do you know and how does it show?
- How do you adjust provision to focus on disadvantaged pupils? How consistent is this across the school? What is the impact of this and how do you know?
- How do we ensure all staff are doing everything they can? What is the reality?
- How strong are the relationships and interactions with disadvantaged pupils?
- How are relationships established and developed with parents and carers? How does this support your work?
- Who is accountable for improving the outcomes for disadvantaged pupils? Are roles clearly understood?
- What evidence is there that all leaders and governors understand and prioritise the support for these pupils?
- What professional development has empowered staff to diminish differences?

Barriers to learning

- Have we correctly identified pupils' barriers to learning? Who is involved in this?
- How rapidly do we identify barriers to learning and intervene?
- Do we use educational research on what works to improve outcomes?
- Do we tackle barriers relating to pupils' emotional well being?
- Is home learning a barrier? How do we counteract this disadvantage?
- How do we support disadvantaged pupils with transition within the school?
- Do we prepare disadvantaged pupils well for their next steps?

Teaching and learning

- How effectively do teachers use summative assessment to plan learning?
- Is the data accurate and is there evidence of accelerated progress in the books?
- How are learning gaps and misconceptions being identified and addressed?
- How effectively are pupils being supported and challenged to secure and deepen their understanding?
- Are specific barriers for learning, such as a limited vocabulary, being reduced?
- Who are our most able disadvantaged pupils? How do we support and challenge them?
- How effectively do teachers use feedback to support pupils' progress and learning?
- How do we know that meta cognition is strengthening for disadvantaged pupils?
- Do we know that the attitude, behaviour and confidence of disadvantaged pupils is improving?

Measuring impact

- Are more disadvantaged pupils catching up, keeping up and being stretched to work at greater depth?
- How are different groups of disadvantaged pupils performing?
(SEN LA MA HA)
- Are more disadvantaged pupils meeting or exceeding age related expectations at the end of Key Stage 1 and 2?
- How effective are interventions to support disadvantaged pupils' learning?
- What have been the most effective actions you have taken and why?
- Is attainment and progress data improving? What is domain analysis showing?
- Are attendance rates improving? If not why not?
- Are sanctions applied to disadvantaged pupils reducing?

Activities

- Work scrutiny to compare disadvantaged pupils' books to those of other pupils with a similar starting point
 - Are specific learning gaps and misconceptions being addressed?
 - Is the level of challenge high enough?
 - How have pupils' knowledge, skills and understanding developed over time?
 - Is there evidence of enough progress to meet targets in reading, writing and mathematics?
 - Is there evidence of success across the curriculum?
 - How effective is feedback?

- Looking 'through' the eyes and experience of pupils. Conduct a learning walk to consider a disadvantaged pupil's experience in the classroom within or across lessons
 - How well do staff interact with this pupil?
 - How does the pupil approach learning?
 - Are there any barriers to learning present?
 - What support or challenge does the pupil receive?
 - How does the pupil interact with peers?

- Understanding and unpicking successful case studies. What worked? Why?

- Considering case studies that are not successful. Why not? What could we do differently?

- Networking with other schools. What do they do? How is it different? Is it effective? How does it compare?

Hampshire Inspection and Advisory Services

Ross Irving and Jane Wilson are both Primary Phase Inspectors. They lead Pupil Premium leadership programmes and conduct Pupil Premium Reviews in schools.

They are able to work with leaders of individual schools and groups of schools to:

- Review the overall Pupil Premium Strategy
- Disseminate strategies that really work
- Establish a PP Strategy Group within schools
- Analyse data with inclusion and subject leaders and plan next steps
- Link PP Strategy to school improvement processes
- Validate the quality of teaching

Please contact ross.irving@hants.gov.uk or Jane.wilson@hants.gov.uk to discuss options.

For further details on the full range of services available please contact us using the following details:

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