Using the Pupil Premium…

Pupil Premium Case Studies from the Department for Education

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Introduction

I have put together the DfE’s case studies on the Pupil Premium for anyone who finds the DfE website (www.education.gov.uk) as hard to navigate as I do. All of the following is Crown Copyright and can be found in its original format here: http://lkmco.tw/11zGIES

One of the things I think that these case studies reveal is just how mixed the signals are on what the pupil premium actually aims to do. This is an issue I am currently exploring in an e-book entitled “Getting to Grips with the Pupil Premium” for the education publisher Optimus (www.optimus-education.com) which is due out in Summer 2013.

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See Also...

Ofsted: “How schools are spending the funding successfully to maximise achievement” http://lkmco.tw/VPPuqM
The Education Endowment Foundation – “The Pupil Premium Toolkit” http://lkmco.tw/11zGRZ8
LKMco: “15 Key Questions on the Pupil Premium” - http://lkmco.tw/WULPu0
The DfE Case Studies

The following pages offer different ideas, approaches and success stories from schools across England in the way they are using the Pupil Premium to drive up standards, support aspiration and narrow the gap in attainment between the advantaged and the disadvantaged in their community.

Out-of-hours teaching

Context

Aston Manor Academy in Birmingham is an 11 to 18 school with 730 pupils. In 2011 to 12 the school received £190,000 of Pupil Premium funding.

The school serves an area of high deprivation in the centre of the city. Pupils come from a wide range of ethnic backgrounds and the proportion who have English as an additional language is well above average.

At least 60% of the school’s population is registered for free school meals (FSM) but the number who are eligible is estimated to be much higher.

Aston Manor focuses on raising achievement in English and maths, with English being a particular strength. The progress of pupils is closely monitored and expectations are high for everyone. Support and interventions are targeted to the needs of underachievers.

Approach

The Pupil Premium supports high staffing levels to reduce class sizes and create an extra group in each half-year. Staff get five hours no-contact time a week to plan lessons and mark students’ work. Teachers know their pupils well and have good relationships with them. All staff run extra teaching sessions. These are open to all pupils, but they are compulsory for students who are underachieving and part of a focus group.

Focus groups are reviewed regularly through tracking and monitoring of pupil progress, and parents are updated regularly.

‘Early bird’ and Saturday morning sessions target important subjects, particularly English and maths. In Year 11 a focus group of 25 students, attends Saturday sessions, 19 of whom are registered for free school meals.

As an extra incentive, the sessions take place at a local hotel where the children are given breakfast. Students who find it difficult to attend are collected in the school minibus.

Other sessions provide enrichment, particularly for more able students. For example, gifted and talented students get help towards achieving an A* in maths, and are encouraged to continue with maths post-16.

Impact

The Pupil Premium funding has been vital in maintaining a high number of staff, to give the high level of support that students need. Exam results have been rising steadily, and more students are opting to stay on in the sixth form. Students are keen to attend the additional sessions, and enjoy collecting extra stamps for the school’s system of rewards.

Next steps

Each year the school holds a ‘Moving Forwards’ day where staff, governors and pupils review the year and plan for the following year. The activities that the Pupil Premium has funded will be evaluated and refined but no major changes are envisaged, as the additional teaching sessions are already proving so successful.
Engaging Hard-To-Reach Parents

Context

Beech Hill Community Primary School in Luton is a large 3- or 4-form entry school with a children’s centre on its site. It received £87,000 of Pupil Premium funding in 2011 to 12.

Beech Hill serves the Bury Park area of Luton, and most of its 720 pupils are of Bangladeshi or Pakistani heritage. The proportion known to be eligible for free school meals is above average, and the number fluctuates weekly because of the high mobility prevalent in the community. A children’s centre with pre-school provision shares the same site with the school. The school received £87,000 of Pupil Premium funding in 2011 to 12.

The school’s top priority is to raise the aspirations of children, through excellent teaching and support for vulnerable groups. The Pupil Premium has funded staff training, particularly for the teaching assistants, who run most of the intervention programmes.

Intervention is closely tailored to each individual or group of children. Teaching assistants are trained to use specialist resources and strategies. They are taught to analyse data and are given time to plan work, assess children’s progress and liaise with teachers. They know how to identify and address the barriers to learning that many pupils face.

The school has a ‘no charge’ policy for trips, activities and visits so that all children have experiences and topics to talk or write about in their lessons.

Approach

Beech Hill understands how important it is to involve parents early on and the Pupil Premium has been used to support this. Three family workers funded by the school, and a fourth funded by the children’s centre, are all based in the children’s centre, where they establish relationships with parents as soon as children arrive. The family workers offer one-to-one and small group support for children and their parents, especially the most vulnerable. They run a variety of parenting classes and workshops.

The school builds on these relationships, with staff greeting parents at the school gate every day. Getting to know parents in this way helps build trust, and can catch early signs of difficulty.

There are family workshops on phonics, writing and maths every term. Anyone can attend the workshops, but families who would particularly benefit are given special invitations. The sessions give parents resources to use at home when helping their children to read or work on homework activities. Translators are on hand to help parents whose first language is not English.

Other useful sessions for adults include topics such as understanding school reports, and courses in English and ICT. Parents are awarded certificates for attending workshops and courses.

Impact

Attendance at family workshops has grown from just one or two families three years ago to between 50 and 70 now. There is an active ‘Parent Champions’ group, and parents come into school regularly to work with their children in lessons or to attend the workshops or support groups. Parents have described the impact on their lives as follows:

"We are learning with our children. I am comfortable to come into school now and I know how to help my children at home."

"When I first came here I couldn’t speak English, I couldn’t do anything. I have learnt everything here... my English, how to use the internet, how to understand the school reports..."

Next steps

The Pupil Premium will continue to fund family workers and to expand the offer of workshops to parents, targeting areas of need. There are also plans to involve children in leading some of the workshops, thereby developing their confidence and presentation skills and giving a powerful message to parents.

NB: For more on parental engagement see my Joseph Rowntree Foundation Report http://lkmco.tw/11zHqS1

"Society should ensure that all young people receive the support they need in order to make a fulfilling transition to adulthood"
## Pastoral Care Workers

### Context

Canford Heath Middle School in Poole is a large middle (deemed primary) school, sharing an executive headteacher with its partner first school. Most pupils are from white British backgrounds and there is a higher than average proportion of pupils with SEN, many of whom have social and emotional needs. Canford Heath received £31,000 Pupil Premium funding in 2011 to 12.

The number of pupils registered eligible for free school meals (FSM) is lower than average at 13%, but many jobs in the area are low paid, and there are many vulnerable families who do not qualify for free school meals.

The school won’t accept under-performance and has high expectations for all pupils. Support is given to pupils who need it most, and those who receive free school meals are identified and monitored on the school’s tracking system. Frequent tracking means that literacy and numeracy interventions are put in place quickly. Teaching assistants provide in-class support, so that pupils can apply what they have learnt in mainstream lessons.

### Approach

There are two pastoral care workers who visit vulnerable children before they transfer to the school, and continue to support them and their family. They run a breakfast club, homework club and the extended school service, where children can play music, do art, cookery, and, in the holidays, swimming lessons. They have started a charity, called Reach Out, and are raising funds to help continue extended services.

A trained mental health counsellor works as part of the pastoral care team to provide deeper support over a longer period of time. She also runs emotional literacy support groups, focusing on improving social skills and raising self esteem.

### Impact

Impact is often intangible but still apparent. The school has seen pupils’ confidence increase as a result of their involvement in after-school activities.

### Next steps

The school is looking to develop its pastoral care work further and there are plans to train existing staff in emotional literacy support.
Year 7 Nurture Group

Context

George Spencer Academy in Nottinghamshire is an 11 to 18 school with 1350 pupils, located on two sites. Its pupils come from professional middle class families, as well as families within a police action zone. A number of pupils have moved around a lot during their early years and have attended several different schools.

George Spencer has 54 pupils registered for free school meals, but there are a growing number of families who have lost an income and have not yet applied for them. The school received £34,000 Pupil Premium funding in 2011 to 12.

George Spencer Academy sets high expectations for all of its pupils. Vulnerable pupil groups are identified on the school’s tracking system and their progress is monitored to decide on the right action to take. These interventions are then rigorously evaluated. Because of its close links with partner primaries, the school is aware of potentially vulnerable children early on.

Approach

The school appointed a primary-trained literacy teacher to run a nurture group in Year 7, following feedback that showed vulnerable children needed focused support as they transferred to the school.

Pupils are identified early in Year 6 as working below or at Level 3 English. Once at George Spencer, they are taught maths, social sciences and English in one space. Humanities subjects are taught by a specialist teacher. Technology, PE, art, music and drama are taught in the usual way. There is a strong focus on literacy, which is taught thematically, with input from pupils on the topics to be studied.

Support for pupils’ social and emotional needs is important, so and a learning support assistant works with thise group. The objective is to help pupils develop independence and to integrate into the mainstream by Year 8 at the latest. A parallel group is timetabled to allow easy movement from the nurture group into the mainstream during the year.

Support for pupils’ social and emotional needs is important and a learning support assistant works with the group. The objective is to help pupils develop independence and to integrate into the mainstream by Year 8 at the latest. A parallel group is timetabled to allow fluid movement into the mainstream during the year.

Pupils who have free school meals are not specifically targeted, but a high proportion of those in the nurture group are eligible or are looked after children. All borderline vulnerable pupils are considered for the group, even if they do not meet the criteria.

Impact

Reading fluency, spelling and oral skills have all improved and pupils feel safe, happy and more socially competent. They are proud to have been members of the group.

Next steps

Pupil Premium funding enabled the school to recruit the full-time primary-trained literacy teacher to take responsibility for the nurture group. As long as funding continues, it will be used to fund the existence of the nurture group.
One-to-One Tuition

Context

Harefield Primary School in Southampton is an average sized 4 to 11 primary serving a small estate in Southampton. Most pupils are of white British background and pupil mobility is high. Many - 44% - are registered for free school meals. Harefield received £54,000 Pupil Premium funding in 2011 to 12.

All pupil groups have their attainment and progress rigorously analysed. Those who receive free school meals have their progress tracked, and any gaps in pupils' learning are quickly identified and addressed.

The school provides a wide range of interventions for all its pupils, and their impact is monitored. For an intervention to be seen as successful, the school expects to see accelerated and sustained progress.

Approach

Most of the Pupil Premium is used for tuition, which is usually one-to-one but also one-to-two and one-to-three, depending on the focus. School feedback suggests that tuition in writing works well when children are working with one or two others, and can share ideas. Most tuition takes place in Years 5 and 6.

A recently retired headteacher has been recruited to give tuition in English and maths every morning, working with the class teacher. His experience and expertise have been important in understanding the barriers to individual pupils' learning - taking the time to trace back to early misunderstandings.

The tuition model is used flexibly – depending on the child, the topic and the subject. Half-hour sessions might run over a period of 20 days, or a single block of time might be used.

Impact

Tuition has had particular benefit for pupils who have gaps in their learning, either as a result of absence or high mobility. Class teachers have noted the improvement in pupils' confidence and enjoyment of a subject.

Half of the 54 tuition places this academic year were filled by pupils receiving free school meals. Others were filled by mobile pupils, poor attenders or pupils identified as having specific challenges linked to deprivation.

Next steps

The school intends to use future Pupil Premium funding to continue and expand one-to-one tuition. Its provision currently depends on one tutor, and the headteacher wants to build the school's capacity further.

"Society should ensure that all young people receive the support they need in order to make a fulfilling transition to adulthood"
Employment and training of strong support staff

Context
Millennium Primary School is an inner city school on the Greenwich peninsula serving a diverse community. The community includes families who work in the city and those who come from more disadvantaged backgrounds. The school was built as part of the Greenwich Peninsula rejuvenation project.

Millennium is two-form entry and has 440 pupils including a nursery. The children come from a range of ethnic backgrounds and there is no single majority group. At present, 45 different languages are spoken and 35% of pupils are registered for free school meals. The school received £40,000 of Pupil Premium in 2011 to 12.

The school has specialist provision for autism. There are six pupils with autistic spectrum disorder, and a higher than average proportion of pupils with special educational needs.

Over the last two years the school has sharpened its focus on using data and tracking pupil progress. Pupil progress meetings are held once a term and if pupils are not making expected progress specific interventions are planned. These range from a teacher in-class focus group, a small group or one-to-one support with a specialist support assistant.

Approach
Pupil Premium has been used to maintain high staffing levels, and to give staff the training and resources they need to run effective intervention programmes for everyone with learning needs. The school has around 75 staff.

In Early Years and Key Stage 1 all classes have a full-time learning support assistant (LSA), and in Key Stage 2 all classes have LSA support for literacy and numeracy.

An assistant to help ethnic minority pupils, a speech and language assistant, and a learning mentor also work with children who have individual learning needs.

All support staff have qualifications or are working towards qualifications. The school has close links with the local authority’s Support Team for Education in Primary Schools (STEPS). STEPS provides intensive training for support staff, assessments and resources for intervention programmes and outreach workers who run demonstration intervention sessions if required.

The intervention programmes that are delivered by the support staff are short, sharp, interactive, practical and fun.

Impact
Ongoing assessments are used to track the progress of the pupils receiving interventions. The LSAs give feedback on qualitative outcomes such as improvements in pupils’ attitudes, behaviour and confidence.

Sometimes parents are invited to the intervention sessions so that they can find out what their child is struggling with and pick up some ideas on how they can help at home.

Next steps
The school is setting up an intervention team led by the Inclusion Leader. Three senior LSAs will train others and lead on assessment.

“Society should ensure that all young people receive the support they need in order to make a fulfilling transition to adulthood”
Gifted and Talented Program

Context

Paignton Community and Sports College in Torbay is a large 11 to 19 non-selective school in a small selective local authority. It serves a coastal town with some significant deprivation. Much of the local employment is seasonal and low paid. The pupil population is highly transient and the school has a high number of looked after children.

Some 250 pupils (21% of the school population) are registered for free school meals (FSM) and the school received just over £140,000 Pupil Premium funding in 2011 to 12.

The school is aware of the performance, participation and engagement of all of potentially vulnerable pupils, including those who have free school meals. It uses data and in-depth knowledge of families to identify under-achievement and respond quickly. Interventions are highly personalised. Governors help to evaluate their impact.

Approach

The Gifted and Talented programme targets pupils from economically disadvantaged backgrounds. Typically, between 16 and 20 pupils are involved in each group, which runs throughout Years 10 and 11. The programme is run by two teaching assistants who act as mentors. Both are trained coaches and share the role of coordinator. They identify pupils through attainment and cognitive ability data. Once identified, a letter is sent to parents and a launch evening is held.

There are a number of strands to the programme:

- Regular mentoring sessions based on an initial audit of needs analysis. Mentoring typically focuses on organisational skills and target setting, but the mentors also act as advocates for the pupils, liaising with subject teachers when necessary.
- Additional one-to-one tuition for literacy with a specialist English tutor
- A drop-in room, providing ongoing access to the mentors
- Trips and residential visits to higher education institutions and access to the universities’ student ambassadors
- Peer mentoring with primary pupils to develop leadership skills. One cohort planned a day out at Paignton Zoo for Year 6 pupils and took responsibility for small groups during the visit alongside the class teacher

Impact

Outcomes include raised attainment with pupils meeting more challenging targets and typically exceeding their expected levels of progress.

Other outcomes include increased pupil confidence and higher aspirations, including an intention to progress to further and higher education. Pupils and teachers are far less likely to settle for a C grade when a higher grade might be achievable.

Next steps

Pupil Premium will expand the programme to involve younger pupils.
Extra teaching beyond school

Context

Slough and Eton Church of England Business and Enterprise College is an average-sized 11 to 19 non-selective school in a small selective local authority. Most pupils come from a wide range of minority ethnic backgrounds and two-thirds have English as an additional language.

There are twice as many boys as girls. Some 30% of pupils are registered for free school meals (FSM) but many more are from economically disadvantaged backgrounds. The school received £119,000 of Pupil Premium funding in 2011 to 12.

Take up of extra-curricular trips and activities is monitored to make sure that pupils on FSM don't miss out on these opportunities. Detailed knowledge of every pupil means that interventions are matched to pupils’ needs.

Approach

Additional teaching sessions take place beyond the school day. Easter holiday and half term schools are provided, and the pupils they are aimed at are personally invited to attend. The sessions are specifically for Year 9 pupils who are not making expected progress, and Year 11 pupils.

A teacher wishing to run an additional session works with the Director of Learning for Key Stage 4 to avoid competition for the same pupils in different subjects. Typical sessions provide targeted support for maths and English, as well as aspects of other subjects. Pupils follow the online ‘Vision to Learn’ programme which provides them with a qualification and motivates them to succeed in their studies.

Pupils say they attend because they want to, not because they have to, and they enjoy the more informal out-of-school-hours setting.

Impact

Attendance at the teaching sessions is high and parents are delighted with the extra support on offer. The Saturday morning club has contributed towards the success of early entry maths which already has a 74% pass rate. This has allowed some students to work on additional English, and others to begin an extension maths course aimed at AS level study.

Next steps

The Pupil Premium has meant the school can provide interventions that might otherwise have been too expensive to continue. It has been able to pay teachers to run holiday schools, and the continuation of the funding means the school can pay teachers to run more targeted teaching sessions during evenings, weekends and school holidays.

“Society should ensure that all young people receive the support they need in order to make a fulfilling transition to adulthood”
Taking a long-term approach

Context

St George’s New Town Junior School in Colchester is a 7 to 11 school with 270 pupils. The school currently admits 75 pupils and this will rise to 90 by 2014. Around 12% of pupils have ethnic minority backgrounds. The pupil population is highly transient with about 25% joining or leaving the school part way through the academic year. Around a quarter are registered for free school meals and the number is rising. The school received £35,000 of Pupil Premium funding in 2011 to 12.

All children are expected to make at least two levels of progress across the key stage and the interrogation of pupil data is thorough. The progress of pupils receiving free school meals is tracked against that of their peers. Interventions are planned for pupils who are underachieving and there is an expectation for these to be implemented within two weeks of the pupils being identified.

Approach

With the Government’s commitment to four years of Pupil Premium, the headteacher has developed a long-term plan to support the strategic growth of the school, in alignment with support and funding from other sources.

Two new classrooms are being built with other funding as part of a ‘basic need’ project. The Premium is being invested in building staff capacity and training staff to take on specialist support roles. A team of learning support assistants is trained in-house to manage effective interventions.

The school employs an integrated therapist, who works with pupils with significant emotional needs, and one-to-one tutors who deliver English and maths tuition. As the school population grows, the headteacher also envisages a need for a ‘wellbeing’ mentor and one of the teaching assistants is already undertaking distance learning around this. The school is trialling a ‘children’s advocate’ who works with children in Year 6 to support them in the transition to secondary school.

Impact

As well as supporting the development of specialist staff roles and ultimately the permanent appointment of staff, the Pupil Premium has broadened pupils’ experiences by subsidising trips, residential visits and out-of-hours learning activities. In particular, the Colchester Children’s University project has promoted learning and raised aspirations for higher education.

Next steps

From September, the school’s numbers have started to increase, and an extra teacher has been employed so that Year 5 can split into three classes and each have a trained teaching assistant. The other specialist staffing roles will continue to be trialled and developed.
Employing additional specialist teaching staff

Context

Upton Hall School FCJ, The Wirral, is an 11 to 18 Catholic girls’ grammar school with 950 pupils, including more than 200 in the sixth form. The school converted to an academy in March 2012. Its catchment area stretches across the Wirral peninsula - some pupils’ journey to school is an hour by bus - and pupils come from a wide range of socio-economic backgrounds. Forty-four pupils are registered for free school meals. The school received £22,000 Pupil Premium funding in 2011 to 12.

Upton Hall has a long history of activities to raise the attainment of pupils from disadvantaged families. All staff are aware of the issue and use data sources to track pupil progress, identify underachievement and monitor the impact of interventions.

Approach

The school employs three part-time additional staff to work with children who are under-achieving in English and maths. They are experienced teachers who have previously worked at Upton Hall, so they know the school well and work closely with class teachers. The teachers have excellent subject knowledge and are skilled at identifying gaps in learning and misconceptions.

When students are identified for additional support, their parents are contacted so that the nature of the support can be explained. Parents are given regular updates on progress. The sessions focus mainly on basic literacy and numeracy skills but the nurturing aspect that the small group provides is significant for some vulnerable students.

Small group work is more effective than one-to-one because there are more opportunities for interaction and the pupils learn from each other. The sessions usually take place weekly but at different times of the day so that pupils do not miss the same lesson each week. At the beginning of the programme pupils do a self-review of their strengths and weaknesses. This feeds into the identification of topics and concepts to focus on.

Impact

Pupils view the sessions as positive and supportive. There is no stigma attached to being identified and they enjoy the additional interaction with the teachers that the small group sessions provide. Many exceed their expected levels of progress and achieve more challenging targets. Other outcomes include increased pupil confidence and higher aspirations.

One mother described the change in her daughter as ‘unbelievable’.

“She has so much more confidence. The extra support has opened up her eyes and she knows now that she can achieve good grades,” she said.

Next steps

Pupil Premium will enable the school to continue to employ the additional specialist teachers and to develop and expand the programme of English and maths support.
LKMco is an education and youth ‘Think and Action Tank’. We believe that society has a duty to ensure children receive the support they need in order to make a fulfilling transition to adulthood.

We work towards our vision by carrying out policy research and campaigning as well as working directly with schools, teachers, and education and youth organisations.

- We research, write and publish in order to influence policy makers, those working in the sector and the public as a whole.
- We work with teachers and schools by training, mentoring, evaluating and improvement planning.
- We work with education and youth organisations by developing and managing new projects, assessing impact and improving quality.
- We generate our income from the work we do and use it to fund more work on the issues which our experience and research tell us make a difference to young people.