Leadership of **Disadvantaged Pupils**

(those in receipt of Pupil Premium Funding – FSM Ever 6, LAC and Post LAC, Children of families in the Forces)

Staff role	September	October	November	December	January	February	March	April	May	June	July
All staff	High Quality First Teachin	ng and Learning, including qu	ality feedback.								
Attend. Officer	First Day Calls/Safe and V	Well Checks for PPG Pupils									
Teacher, TA's and PPG Lead	Review progress and atta	ninment achieved and plan fo	r the following week. Weekl	y update on PPG Pupils for al	staff.						
SLT/PPG Lead	Monitor plans and impact	t. 'Blink Monitoring'/Learning	Walks								
Attendance Officer	Weekly Attendance/Regis	ster Checks in Relation to Spe	ecific Pupil Tracking								
PPG Lead	Policy Review Meet with Lead Governor	Staff Update Training	Consider appropriateness of decisions (based on 'evidence) of interventions and	Pupil/Parent Voice Analysis Pupil Conferences	Staff Update Training	Consider appropriateness of decisions (based on 'evidence) of interventions and	Pupil/Parent Voice Analysis Pupil Conferences	Staff Update Training		Pupil/Parent Voice Analysis Pupil Conferences	Consider appropriatenes decisions for pr for next Sept. Es baseline data fo
All staff involved along with parents and pupils	Staff consultation of Individual Plans for PP Pupils to ensure all are aware of targets.		provision	Writing and review of Individual Plans for PP Pupils		provision	Writing and review of Individual Plans for PP Pupils				Writing and revi Individual Plans Pupils. Hand ov meetings to sha new teachers a other personne
Teachers	Review of July Data Analysis to refresh staff awareness	Data Drop followed by Venn Diagram representation display	EYFS monitoring 2 year olds to the end of KS1	Data Drop followed by Venn Diagram representation display		Data Drop followed by Venn Diagram representation display	EYFS monitoring 2 year olds to the end of KS1	Data Drop followed by Venn Diagram representation display			Data Drop follo Venn Diagram representation EYFS monitorin olds to the end
нт		Half Termly Report to Governors	HT Clusters to focus on PPG Spend.	Half Termly Report to Governors		Half Termly Report to Governors		Half Termly Report to Governors		Review Strategic Plan	Half Termly Rep Governors
Governor (PP Lead)	Development of strategic plan for PPG spend linked to pupil outcomes.	Governor Monitoring – meeting with the PPG Lead looking at the quality of planning		Governor Monitoring – in classrooms	Review Strategic Plan	Governor Monitoring – with parents Review impact of PPG		Governor Monitoring – looking at intervention analysis to date			Governor Monit with PPG Lead for on data, Evaluat impact of PPG
SLT/Subject Leaders		Marking and Feedback Monitoring Individual needs/barrier review to inform planning		Marking and Feedback Monitoring Individual needs/barrier review to inform planning		Marking and Feedback Monitoring Individual needs/barrier review to inform planning		Marking and Feedback Monitoring Individual needs/barrier review to inform planning			Marking and Fee Monitoring, Indi needs/barrier re to inform planni September, Gap analysis carried
All staff including the HT	Appraisal Targets Set					Appraisal Target Mid- Year Review					Appraisal Targe Year Review

Upload new PPG report on to the website, together with the impacts. Pupil Premium Review (either internal or from the LA School Intervention Service). Seeking out good practice and visiting other schools/LAs where investment has proven

Relevant Training Programmes

HT/PPG Lead/IT Lead

Pupil Premium – What works Quality Intervention Programmes – Edge Hill, etc. Working with hard to reach parents and carers – structured conversations

impact. Annual Attendance Report – analysis of PPG pupils.

Important Contacts

- D Stygal Leadership Adviser
- E Fuller Lead English and Maths Adviser





Leadership of **Disadvantaged Pupils**

(those in receipt of Pupil Premium Funding – FSM Ever 6, LAC and Post LAC, Children of families in the Forces)

Provide Strong Leadership

In the most effective schools this looks like:

A Governor's Strategy Document focused on the 'use and impact of the Pupil Premium', with a shared mission statement understood by the school community, and with a clarity of purpose e.g. that the Pupil Premium should be focused on pupil need.

Tackling disadvantage should be a thread running through the school development plan.

Disadvantaged and Pupil Premium should be:

- Weekly update on Pupil Premium Pupils to all staff.
- A focus in pupil progress meetings.

Individual and whole school barriers for disadvantaged pupils are:

- Identified and regularly reviewed, with a resulting action plan to overcome these.
- The Pupil Premium to be spent on appropriate resources to resolve/reduce these barriers.
- There should be an avoidance of overly focusing on attainment gaps as this can set limits to what learners can achieve.

The Pupil Premium is most effective when:

- Focused on raising attainment, progress and readiness for their next stage of learning or employment.
- Assisting to build capacity in senior and middle leadership teams for mentoring, coaching, planning, monitoring and evaluation
- Supporting a focus on all subject actions plans.
- Supporting monitoring activities which regularly focus on Pupil Premium pupils

A Designated PP Lead should be in place with a clear job description.

There should be a PPG Lead Governor.

Notes	

High Quality Teaching and Learning

In the most effective schools this looks like:

All staff have a clear understanding of how socio-economic disadvantage impacts on outcomes and is crucial to a successful Pupil Premium strategy.

All staff understand that:

- Barriers can lie within schools, with learners and their families, these need to be identified at all levels.
- The highest priority for Pupil Premium spending should be ensuring high-quality teaching in every lesson.
- Individual needs/Barriers identified and planned for.
- A Language rich environment is paramount.
- Positive Discrimination is vital.
- Regular robust assessment and feedback is essential.
- Regular monitoring of lessons, books, pupil perceptions and data, followed by identified actions to resolve week areas, are highly effective methods for ensuring improved outcomes.
- Pupil Conferences are vital to support learning.
- Staff wellbeing is prioritised as disadvantaged pupils are disproportionately impacted by high staff absence/ turnover.

Notes

Effective Use of Data

In the most effective schools this looks like:

Remember that 'Expected progress', as a success criteria, can set limits on what disadvantaged learners can achieve.

There should be:

Regular and robust monitoring with granular data analysis in the form of:

- Pupil Progress Meetings
- Governor challenge around data analysis.
- Regular data drops.
- Baseline data established for interventions.
- · Gaps in learning identified and addressed.
- Learning walks and 'blink monitoring'.

Analysis should focus on whether:

- The attainment of Pupil Premium pupils is improving year on year.
- The annual target setting of Pupil Premium pupils is focused
 on attainment
- The appropriateness of resources put in place to ensure the very best outcomes.

Inclusive Curriculum

In the most effective schools this looks like:

The school day and the school year is adapted to meet the needs of the community.

Improving outcomes for disadvantaged pupils is a whole school priority, regardless of whether the proportion of these pupils is very low or very high.

Funding is spent at the point of need, rather than at the point of external accountability.

There is flexibility in the Pupil Premium strategy to meet both long and short term need.

The learning and teaching environments respond and meet the needs of disadvantaged children e.g. building cultural capital.

Senior leaders (including Governors) are aware of appropriate funding sources to support need.

Pupil Premium should not be seen as the answer to every barrier to learning.

Relationships between pupils and adults are strong.

Disadvantaged pupils have access to support across all aspects of the school day e.g. break and lunchtimes.

Knowledge and the understanding of pupils and their barriers to learning is shared across year groups and phases to support better outcomes.

Notes

Targeted Support and Interventions

In the most effective schools this looks like:

- Adult mentors
- Arts Participation
- Aspirational interventions
- Behaviour Interventions
- Block Schedule (an approach to school timetabling)
- Built Environment (changing the physical conditions or built environment)
- Collaborative Learning
- Digital Technology
- Early Years Intervention
- Extending School Time
- Feedback
- Homework
- Individualised Instruction
- Individual Learning Plans including targets and provision (Mini One Plans)
- Learning
- Mastery Learning
- Mentoring
- Metacognition and Self-Regulation
- Nurture Provision
- One to one tuition
- Oral Language Intervention
- Outdoor Adventure Learning
- Parental EngagementPeer Tutoring
- Performance Pay
- Phonics
- Reading Comprehension Strategies
- Reducing Class Size
- Repeating a YearSchool Uniform
- Setting or Streaming
- Small Group Tuition
- Social and Emotional Learning
- Speech and Language screening
- Sports Participation
 Structured program
- Structured programmes in Nurseries and Early Years.
- Summer Schools
- Teaching Assistants

NB: Please refer to the EEF and Sutton Trust list for which of these interventions has had the greatest impact in schools.

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