

# Tackling disadvantage through effective use of the pupil premium

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# Presentation overview

- **Introduction – the Ofsted context**
- **What do we know**
- **What works well.....**
- **.....and what works less well**



# Ofsted Strategy 2017-22

A force for improvement through intelligent, responsible and focused inspection and regulation

## Intelligent

All of our work will be evidenced and our evaluation tools and frameworks will be valid and reliable

## Responsible

Our frameworks will be fair. We will seek to reduce inspection burdens and make our expectations and findings clear.

## Focused

We will target our time and resources where they can lead directly to improvement

# Annual Report

Schools previously judged to be RI that had an inspection this year, those schools with high proportions of pupils from deprived areas were less likely to improve than those with pupils from more affluent areas. Part of delivering a high quality of education for disadvantaged pupils means making the best use of the funding available.

Around 80% of the providers that are not improving have high proportions of pupils from deprived areas

# Annual Report

Leaders take account of these challenges when judging leadership and management. Of the primary schools judged to require improvement overall at their most recent inspection, 23% of those with the most deprived intakes were judged good for leadership and management, compared with 8% with the least deprived intakes. The difficulty of the management task in these schools is taken in to account by inspectors.

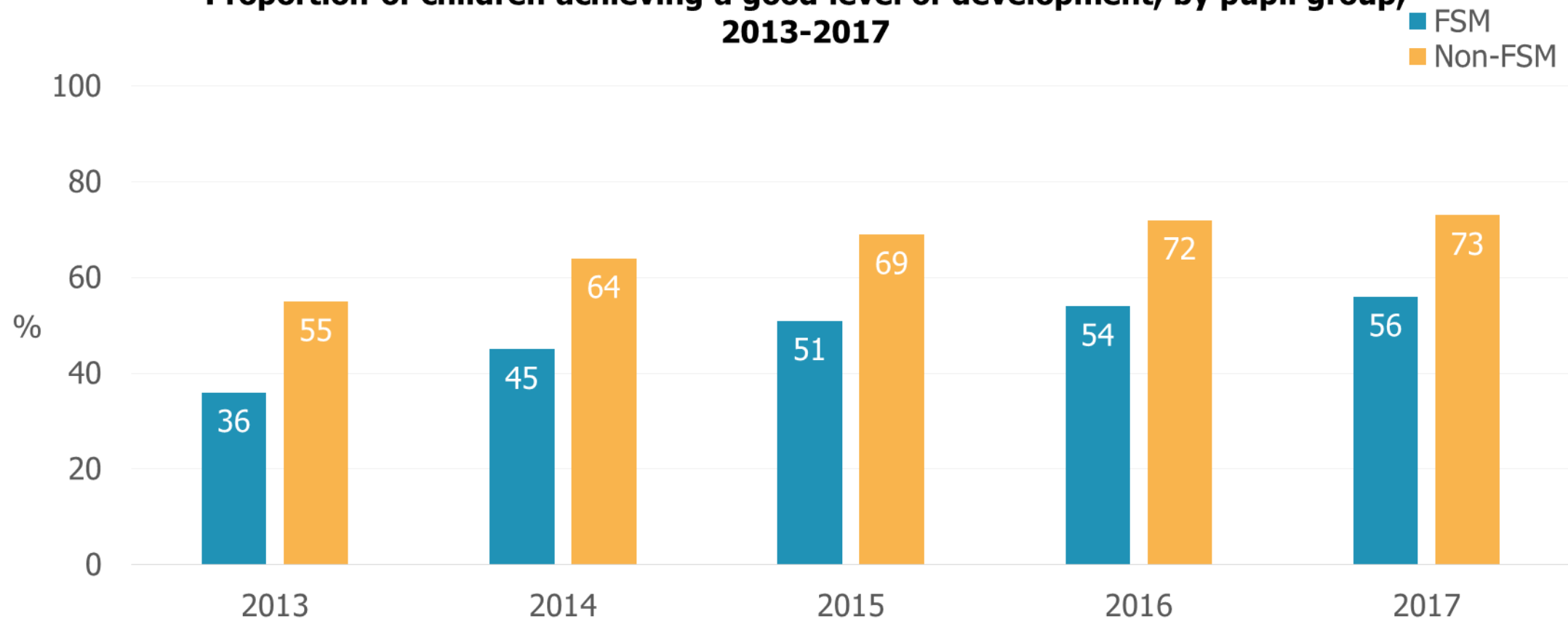
Last year six schools moved from RI to outstanding at their re-inspection. Four of these were in the most deprived quintile of schools.

# What do we know?

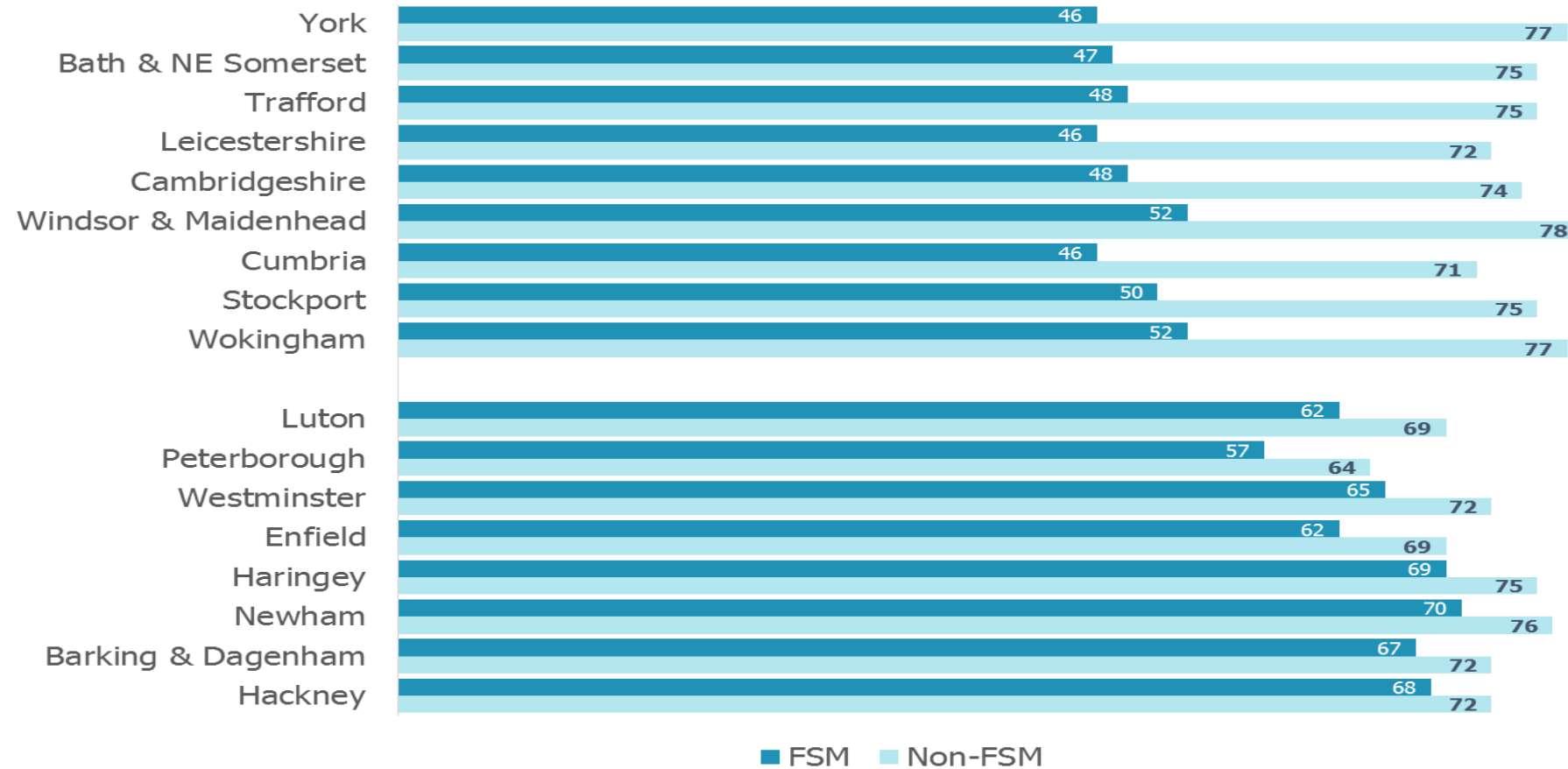


# Early Years

**Proportion of children achieving a good level of development, by pupil group, 2013-2017**



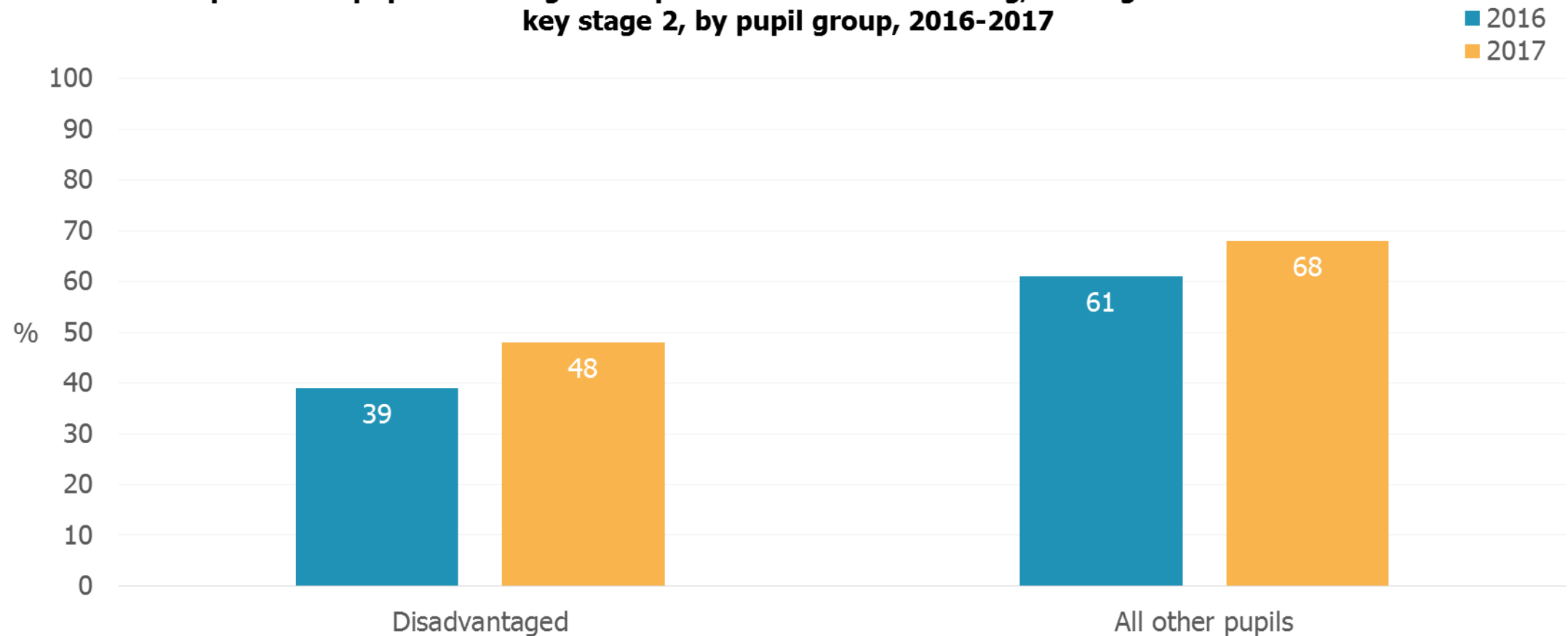
# Early Years





# Key stage 2

**Proportion of pupils reaching the expected standard in reading, writing and mathematics at key stage 2, by pupil group, 2016-2017**



# Key Stage 2

## Key stage 2: Proportion of pupils reaching the expected standard in reading, writing and mathematics, by region and by pupil group, 2016-2017

Region	2016			2017		
	Disadvantaged pupils (%)	All other pupils (%)	Difference (%pts)	Disadvantaged pupils (%)	All other pupils (%)	Difference (%pts)
East Midlands	37	58	21	44	65	21
East of England	36	59	23	43	67	24
London	49	66	17	58	73	15
North East	43	66	23	50	74	24
North West	39	61	22	47	69	22
South East	37	61	24	44	68	24
South West	36	59	23	44	66	22
West Midlands	37	58	21	46	66	20
Yorkshire & The Humber	35	58	23	43	66	23

Source: DfE SFRs 69/2017 and 62/2016

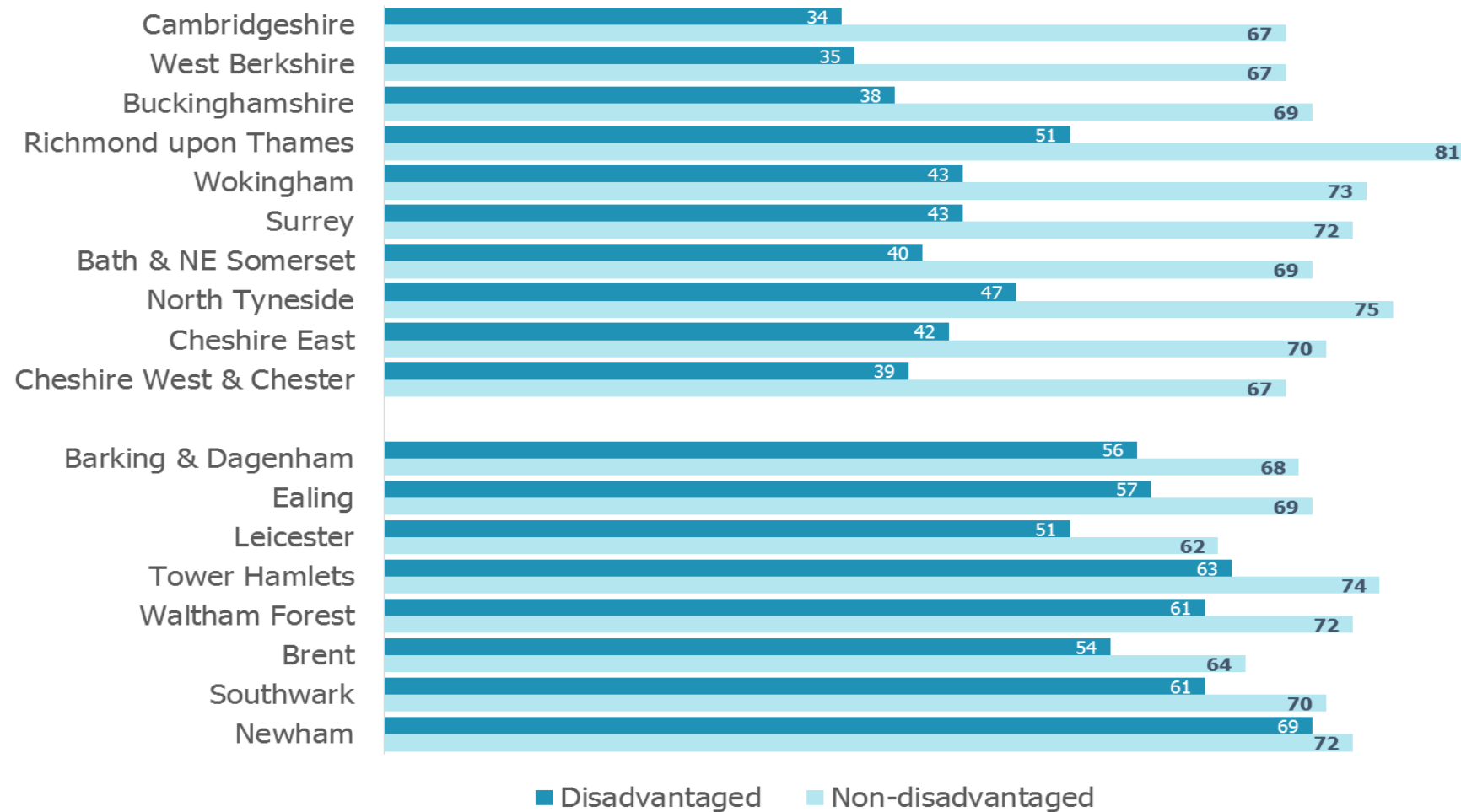
# Key Stage 2

**The average pupil progress score at key stage 2, by region and by pupil group in 2017**

	Disadvantaged pupils			All other pupils		
	Reading	Writing	Mathematics	Reading	Writing	Mathematics
England (state-funded)	-0.7	-0.4	-0.6	0.3	0.2	0.3
East Midlands	-1.5	-0.8	-1.4	-0.3	0.1	-0.3
East of England	-1.4	-1	-1.6	-0.1	-0.1	-0.3
London	0.3	0.8	0.9	1.2	1.1	2
North East	0	0.5	0.5	1	1.1	1.1
North West	-0.4	-0.3	-0.2	0.4	0.3	0.6
South East	-0.9	-1.1	-1.6	0.4	-0.3	-0.2
South West	-0.9	-1	-1.6	0.4	-0.2	-0.4
West Midlands	-1.2	-0.8	-1.1	-0.2	-0.1	0
Yorkshire & the Humber	-1.1	-0.3	-0.6	0.1	0.4	0.3

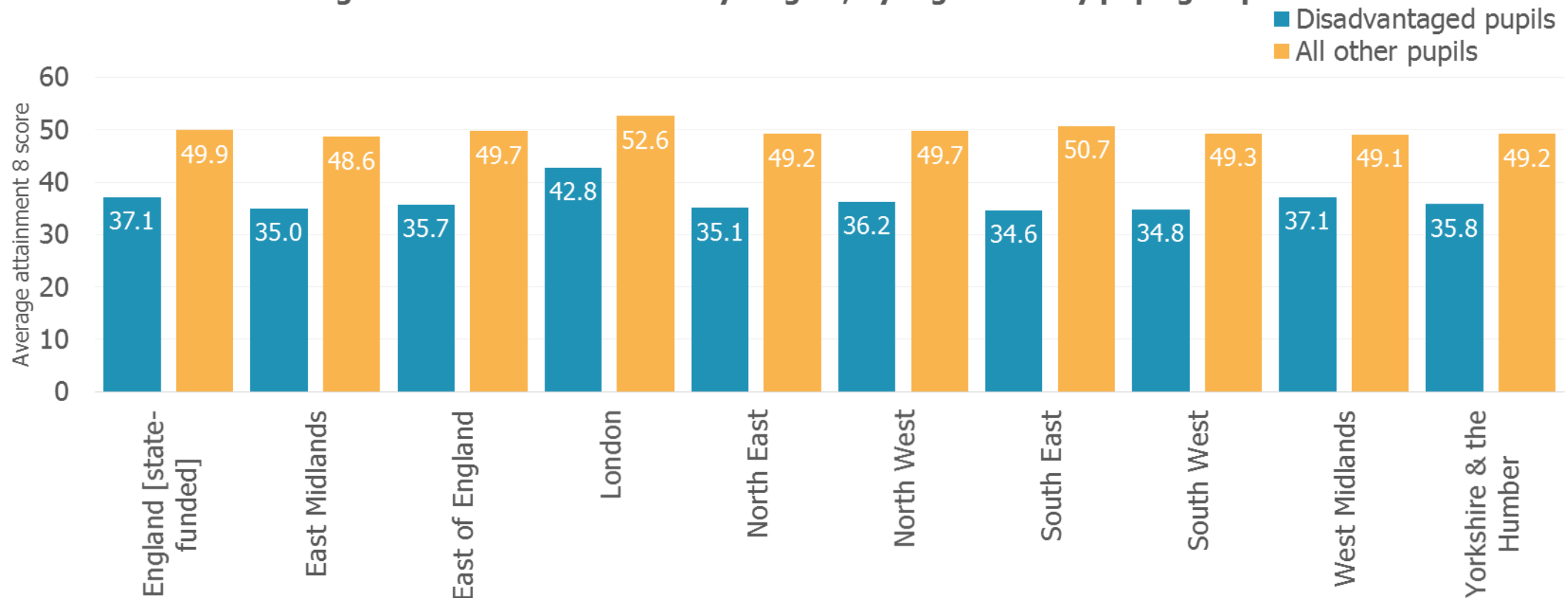
Source: DfE SFRs 69/2017

# Key Stage 2



# Key Stage 4

The average attainment 8 score at key stage 4, by region and by pupil group in 2017



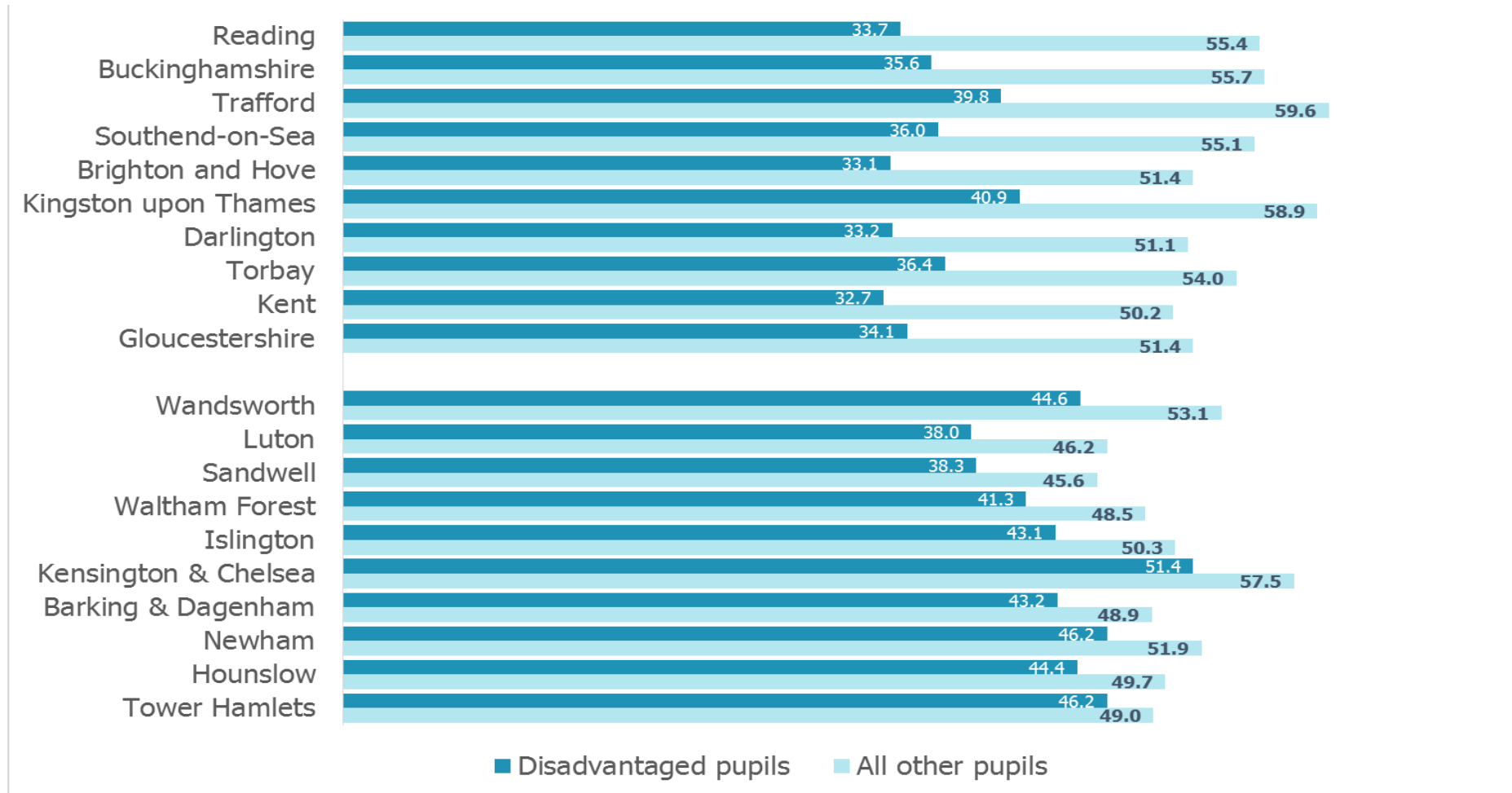
# Key Stage 4

**The average overall progress 8 score at key stage 4, by region and by pupil group in 2017**

	Average overall P8 score		
	All pupils	Disadvantaged pupils	All other pupils
England [state-funded]	-0.03	-0.40	0.11
East Midlands	-0.11	-0.55	0.03
East of England	-0.01	-0.44	0.11
London	0.22	-0.01	0.37
North East	-0.21	-0.60	-0.01
North West	-0.14	-0.55	0.03
South East	-0.02	-0.56	0.12
South West	-0.13	-0.61	0.01
West Midlands	-0.08	-0.39	0.06
Yorkshire & the Humber	0.03	-0.34	0.17

Source: DfE SFR 01/2018

# Key Stage 4



# No excuses

- 'My school is in an area of high deprivation, so we have a lot of children eligible for FSM – but how can we raise attainment when there are so many?'
- 'We only have a very small group of pupils eligible for the pupil premium in my school, so it's not an issue for us.'
- 'It's not just that they're entitled to free school meals, but they have so many other needs, not to mention the difficulties that the children in care have.'



# What works well? ...

# And what works less well?



# Ofsted's evidence

## Successful schools:

- Do not treat pupils eligible for pupil premium as a homogeneous group
- Give disadvantaged pupils a high profile within the school
- Often appoint a senior leader to raise the profile and champion the learning of disadvantaged pupils.



# Disadvantaged pupils

- High expectations for all means high expectations for disadvantaged pupils.
- Good provision and outcomes are key contributory factors to good overall effectiveness.



# Disadvantaged pupils

- Recent analysis showed that children looked after are more likely to make expected progress in English and mathematics than the wider group of children in need.
- For children in need, there is a lack of visibility and accountability. The poor progress of this larger group of children reflects this.



# Common strengths in most effective support for disadvantaged pupils include...

- leaders at all levels, including governors, **prioritising** the achievement of disadvantaged pupils
- valuing pupils' **personal development, behaviour and welfare** needs and not using them as excuses for low achievement
- strategic planning at points of **transition** having high impact on outcomes and destinations.

# Strengths

- all pupils accessing a **broad and rich curriculum** – support is given to ensure that all pupils have **full access to broad educational experiences**
- prioritising **consistently high quality teaching** as the first point of intervention of disadvantaged pupils
- expecting high levels of **parental engagement and good attendance** and pursuing these relentlessly.



# High quality support for pupils' personal development, behaviour and welfare



Leaders said:

'We focus on each **individual** pupil. However, this alone is not enough...we stand back and **look strategically at the impact** of our approaches on this group of pupils as a whole.'

It's one thing to understand what we need to do to address differences in achievement for our disadvantaged pupils. There is another world of knowing about the individual pupil's life, their engagement with school... - all of this is vital.'

Teachers said:

- Pastoral support is more than just tea and cake. It has got to make a difference – to students' lives – to their achievement.'





# Characteristics of successful approaches

Schools that spent the pupil premium funding successfully to improve achievement:

- never confused eligibility for the pupil premium with low ability
- did not rely on interventions to compensate for less than good teaching
- tracked and monitored achievement data to check progress and if any interventions were working – and then made adjustments
- ensured that the allocation and spending of the pupil premium were given high priority in terms of staffing.

# They...

- ensured that a designated senior school leader linked to a governor had a clear overview of how the funding was allocated and what difference it was making
- ensured that all teachers knew which pupils were eligible so that they could take responsibility for accelerating their progress
- made sure that support staff were highly trained and understood their role in helping pupils to achieve
- thoroughly involved governors in the decision-making and evaluation process.

# Less successful approaches

- Spending the funding indiscriminately on teaching assistants with little impact and not managing their performance well
- Spending the funding on one-to-one tuition and booster classes – that go on forever...and do not relate to class teaching...and are not audited or quality assured
- Planning spending in isolation – not part of the school action plan
- Assuming that pupils eligible for the pupil premium will have learning difficulties
- Comparing the performance of pupils eligible with other eligible pupils nationally, rather than all pupils – lowering expectations.

# Thank you



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