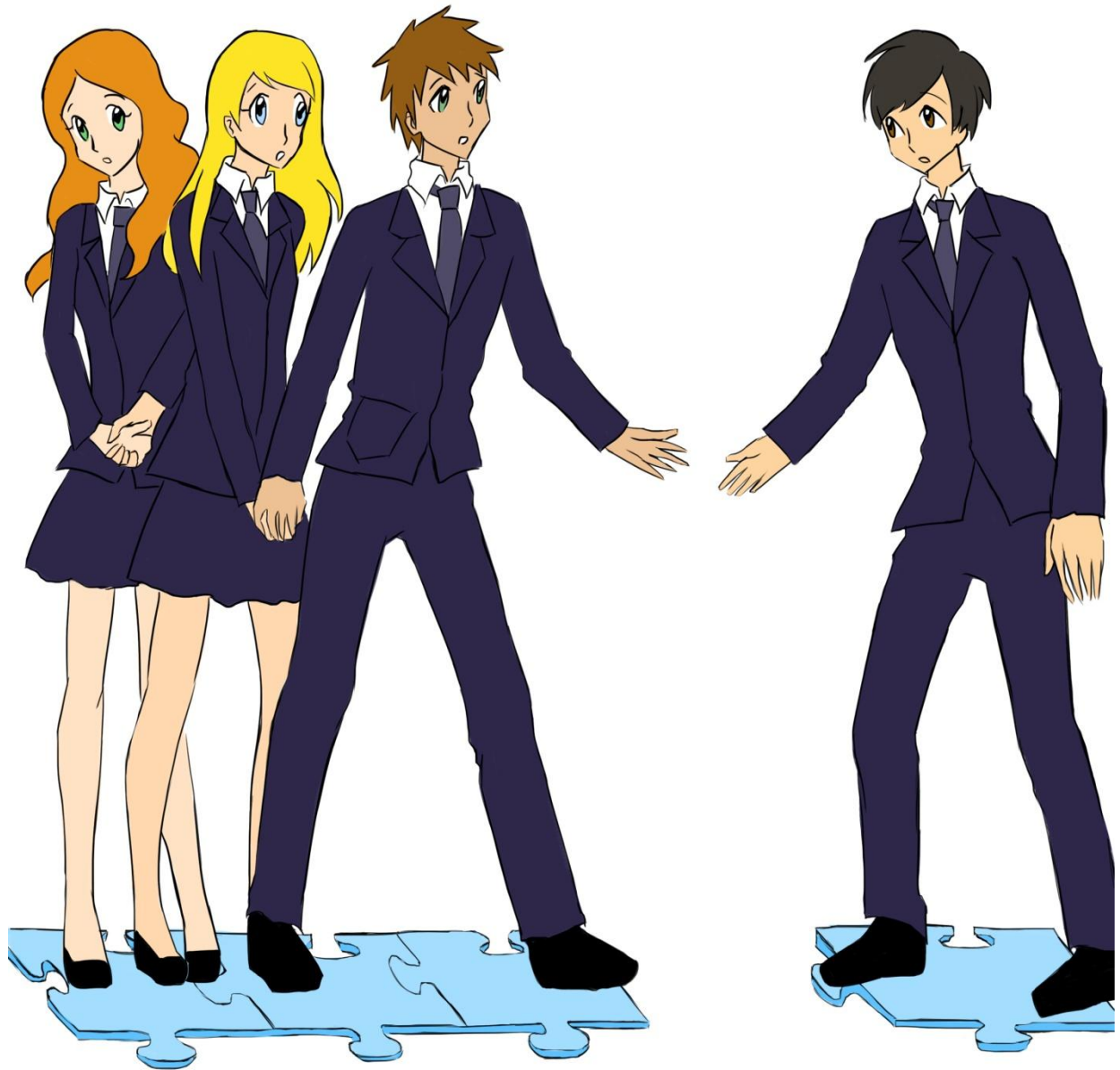


The Pupil Premium Grant in Mainstream Schools – an Illustrated Guide



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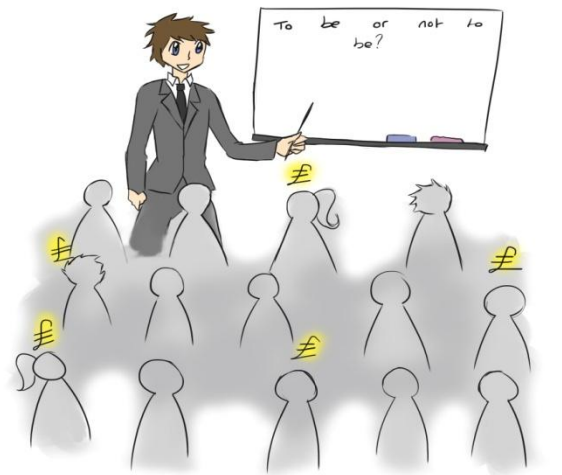
In this pamphlet Gareth D Morewood considers the Pupil Premium Grant; what it is and how to use it in school for maximum impact.

So what is the Pupil Premium Grant?

The Pupil Premium Grant is used to raise attainment of disadvantaged students and close the gap with their peers. The aim of the Premium is to provide a specific policy targeting disadvantaged students – giving schools extra funding to enable them to take the most effective action to raise attainment and close the gap.

Students in years R to 11 (aged 5 -16 yrs), known to have been eligible for free school meals at any point in the last 6 years or children in public care continuously for at least 6 months (aged 4-15 yrs) are eligible for the Premium.

Funding has increased over the time the PPG has been in effect: 2011-12 - £625m (£488 per student); 2012-13 - £1.25bn (£623 per student); 2013-14 - £1.875bn (£900 per student); by 2014-15 - £2.5bn.



What are the most effective strategies for Narrowing the Gap and Raising Attainment?

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged students. The Toolkit currently covers 33 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

<http://educationendowmentfoundation.org.uk/toolkit>

Very High Impact for Low Cost – Effective Feedback

Approach	Average Impact	Cost	Evidence Estimate	Summary
Feedback	+ 9 months	££	***	Very High impact for low cost

(from Education Endowment Foundation - <http://educationendowmentfoundation.org.uk/toolkit>)

Research suggests that providing effective feedback is challenging. To be effective, it should be:

- About challenging tasks or goals rather than easy ones.
- Given sparingly so that it is meaningful.
- About what is *right* more often than about what is wrong.
- Specific, accurate and clear, e.g. not just “correct” or “incorrect”.
- Provide examples of what is correct and not just tell students when they are wrong.
- Encouraging and supportive of further effort without threatening a learner’s self-esteem.



High Impact for Moderate Cost – Small Group Tuition

Approach	Average Impact	Cost	Evidence Estimate	Summary
Feedback	+ 4 months	£££	**	High impact for moderate cost

(from Education Endowment Foundation - <http://educationendowmentfoundation.org.uk/toolkit>)

Research suggests that:



- Intensive tuition in small groups is very effective.
- Students can be grouped according to current level of attainment or specific need.
- It is important to assess students' needs accurately and provide work at a challenging level with effective feedback and support.
- The cost effectiveness of one-to-two and one-to-three indicates that greater use of these approaches would be productive in schools.
- Professional development and evaluation are likely to increase the effectiveness of small group tuition.

High Impact for Low Cost – Peer Tutoring

Approach	Average Impact	Cost	Evidence Estimate	Summary
Peer Tutoring	+ 6 months	££	****	High impact for low cost

(from Education Endowment Foundation - <http://educationendowmentfoundation.org.uk/toolkit>)

Research suggests that:

- Activities should be sufficiently challenging for the tutee that they can benefit from the tutor's support but not too difficult that they cannot succeed with support.
- Planning the organisation of tutoring to address the logistical challenges and then training the tutors is a key step. At least a day's professional development for staff is recommended.
- There are several different approaches to peer-tutoring which make different demands on the teacher(s) organising the pairs and on the tutors and tutees.
- Reviewing challenges and successes with tutors will improve their skills and learning.
- Relatively short but intensive periods of tutoring over 4-10 weeks are likely to be more effective than for a longer period with more routine sessions.



High Impact for Low Cost – Metacognition (learning to learn) & Self-Regulation

Approach	Average Impact	Cost	Evidence Estimate	Summary
Metacognition	+ 8 months	££	****	High impact for low cost

(from Education Endowment Foundation - <http://educationendowmentfoundation.org.uk/toolkit>)

Research suggests that:

- Teaching approaches that encourage learners to plan, monitor and evaluate their learning have very high potential, but require careful implementation.
- Teach students explicit strategies to plan, monitor and evaluate their learning and give them opportunities to use them with support and then independently.
- When using approaches for planning, ask students to identify the different ways that they could plan (general strategies) and about the best approach for a particular task (specific technique).
- Monitoring involves identifying the key steps they need to be aware of as they go through a task to keep it on track – where might this go wrong; what will be the difficult parts ...
- Evaluating can be part of the process of checking so that it feeds into the current task as it nears completion – can you make it better; are you sure this is right, can it feed into future tasks – what have you learned that will change what you do next time ...



So what can I do in my classroom?

- Make sure you know who the Pupil Premium students in your classes are; annotate seating plans and identify specific strategies that may help (from this pamphlet).
- Mark and assess students who are entitled to the Pupil Premium Grant first; this will allow you to target the strategies outlined in this pamphlet more effectively.
- Ensure Teaching Assistants¹ and support staff use the strategies too – for example providing effective feedback & facilitating metacognitive approaches.
- Keep data to evidence impact; when considering the strategies think about impact.
- Ask students what may help them – a bus pass, equipment packs, quiet space to work, GCSE Pod Revision etc...
- Engage in 1-1 learning conversations with students; effective feedback is a significant key to success (see previously).
- Maintain a positive 'can-do' approach; be aspirational for all learners and celebrate achievements.



References and further reading:

¹ Morewood, G. D (2013) **Successful Classroom Partnerships: Making the most of teaching assistants.** Published by Optimus Education. ISBN 978-1-907927-38-6; Foreword by Professor Neil Humphrey.

Ofsted (2013) **Missing Children** (Ref: 120364) - <http://www.ofsted.gov.uk/resources/missing-children>

Ofsted (2012) **The Pupil Premium** (Ref: 120197) - <http://www.ofsted.gov.uk/resources/pupil-premium>