

The Pupil Premium

Analysis and challenge tools for schools

This booklet accompanies Ofsted's Pupil Premium report (January 2013). It contains a series of tools that schools can use to help them to analyse where there are gaps in achievement between pupils who are eligible for the Pupil Premium and those who are not, and to plan the action they need to take.

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Analysis and challenge toolkit for school leaders: secondary

On the following pages are modified versions of the tables used by inspectors during the Pupil Premium survey. Schools could use these to inform discussions between school leaders and governors, and help to shape future strategic planning for the use of the Pupil Premium funding. The tools could also be used to aid self-evaluation and may help with preparing for a section 5 or section 8 inspection. The tables can be adapted for future use by changing the dates. They could also be adapted to focus on achievement gaps for any other groups in the school.

Data for the pupil outcomes table for Year 11 should be taken from RAISEonline.

Data for other year groups should be available from the school's own tracking of pupils' attainment and progress.

Financial year	Amount of Pupil Premium funding	
2011-12		
2012-13		
2013-14		

	2011-12		2012-13	
Percentage of FSM pupils				
Number of FSM pupils eligible for the Pupil Premium	@£488	=	@£623	=
Number of looked after pupils eligible for the Pupil Premium	@£488	=	@£623	=
Number of service children eligible for the Pupil Premium	@£200	=	@£250	=



Total

Where are the gaps in Year 11?

Year 11: Indicator (using data from RAISEonline for 2011 and 2012, and school data for current Year 11. Definition of FSM for this purpose is the same as RAISE – those pupils eligible for the Pupil Premium under the 'Ever 6' measure. LAC and service children in later section).	2011 gap between FSM and non FSM	2012 gap between FSM and non FSM	2013 predicted outcome for FSM	2013 predicted outcome for non FSM	2013 predicted gap	Comments/contextual information
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Attainment – 5+ A*-C passes including English and mathematics

Attainment – average points score in English

Attainment – average points score in mathematics

Attainment – average points score (best eight GCSEs)

Attainment – average points score (best eight GCSEs including equivalentents)

Achievement – expected progress in English

Achievement – more than expected progress in English

Achievement – expected progress in mathematics

Achievement – more than expected progress in mathematics

Achievement – value-added score (best eight GCSEs)

Achievement – value-added score (best eight GCSEs including equivalentents)

Attendance

Persistent absence

Fixed-term exclusions

Where are the gaps (other year groups)?

Year group

What does your data analysis tell you about the relative attainment and achievement of FSM and non-FSM pupils for each year group? Are there any gaps? To what extent are gaps closing compared with previous years' data?

Year 7

Year 8

Year 9

Year 10

Where are the gaps (other eligible groups)?

Group

Comment on predicted outcomes in 2013 and any gaps. Consider attainment, progress, attendance and exclusions.

Looked after children

Service children

Reflective questions

To what extent are the strengths and priorities suggested by this data clearly evident in the school's self-evaluation and improvement plans? If any are missing, outline them below and add them to your improvement plan, or use the separate planning and evaluation outline on page 12.

Which strengths are not reflected in your self-evaluation?

Which priorities are not reflected in your school improvement plans?

Analysis and challenge toolkit for school leaders: primary

On the following pages are modified versions of the tables used by inspectors during the Pupil Premium survey. Schools could use these to inform discussions between school leaders and governors, and help to shape future strategic planning for the use of the Pupil Premium funding. The tools could also be used to aid self-evaluation and may help with preparing for a section 5 or section 8 inspection. The tables can be adapted for future use by changing the dates. They could also be adapted to focus on achievement gaps for any other groups in the school.

Data for the pupil outcomes table for Year 6 should be taken from RAISEonline.

Data for other year groups should be available from the school's own tracking of pupils' attainment and progress.

Financial year	Amount of Pupil Premium funding	
2011-12		
2012-13		
2013-14		

	2011-12		2012-13	
Percentage of FSM pupils				
Number of FSM pupils eligible for the Pupil Premium	@£488	=	@£623	=
Number of looked after pupils eligible for the Pupil Premium	@£488	=	@£623	=
Number of service children eligible for the Pupil Premium	@£200	=	@£250	=



Total

Where are the gaps (Year 6)?

Year 6: Indicator (using data from RAISEonline for 2011 and 2012, and school data for current Year 6. Definition of FSM for this purpose is the same as RAISE – those pupils eligible for the Pupil Premium under the 'Ever6' measure. LAC and service children in later section).

**2011
gap
between
FSM and
non FSM**

**2012
gap
between
FSM and
non FSM**

**2013
predicted
outcome
for FSM**

**2013
predicted
outcome
for non
FSM**

**2013
predicted
gap**

**Comments/
contextual
information**

Attainment - Level 4+ in English

Attainment - Level 4+ in mathematics

Average points score – English

Average points score – reading

Average points score – writing

Average points score – mathematics

Achievement – expected progress in English

Achievement – more than expected progress in English

Achievement – expected progress in mathematics

Achievement – more than expected progress in mathematics

Attendance

Persistent absence

Fixed-term exclusions

Where are the gaps (other year groups)?

Year group

What does your data analysis tell you about the relative attainment and achievement of FSM and non-FSM pupils for each year group? Are there any gaps? Is there evidence of closing gaps compared with previous years' data?

Early Years Foundation Stage

Year 1 (consider whether pupils are making expected progress on the basis of their Early Years Foundation Stage score; consider the phonics screening check)

Year 2 (consider predicted end of key stage results for reading, writing and mathematics at each sub-level, as well as current data)

Year 3

Year 4

Year 5

Where are the gaps (other eligible groups)?

Group	Comment on predicted outcomes in 2013 and any gaps. Consider attainment, progress, attendance and exclusions.
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Looked after children	
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Service children	
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Reflective questions

To what extent are the strengths and priorities suggested by this data clearly evident in the school's self-evaluation and improvement plans? If any are missing, outline them below and add them to your improvement plan or use the separate planning and evaluation outline on page 12.

Which strengths are not reflected in your self-evaluation?

Which priorities are not reflected in your school improvement plans?

Planning and evaluation outline

Pupil Premium used for:	Amount allocated to the intervention / action (£)	Is this a new or continued activity/cost centre?	Brief summary of the intervention or action, including details of year groups and pupils involved, and the timescale	Specific intended outcomes: how will this intervention or action improve achievement for pupils eligible for the Pupil Premium? What will it achieve if successful?	How will this activity be monitored, when and by whom? How will success be evidenced?	Actual impact: What did the action or activity actually achieve? Be specific: 'As a result of this action...' If you plan to repeat this activity, what would you change to improve it next time?

Self-review questions for Governing Bodies

Governors' knowledge and awareness

1. Have leaders and governors considered research and reports about what works to inform their decisions about how to spend the Pupil Premium?
2. Do governors know how much money is allocated to the school for the Pupil Premium? Is this identified in the school's budget planning?
3. Is there a clearly understood and shared rationale for how this money is spent and what it should achieve? Is this communicated to all stakeholders including parents?
4. Do governors know how the school spends this money? What improvements has the allocation brought about? How is this measured and reported to governors and parents via the school's website (a new requirement)?
5. If this funding is combined with other resources, can governors isolate and check on the impact of the funding and ascertain the difference it is making?
6. Do governors know whether leaders and managers are checking that the actions are working and are of suitable quality?

Leaders and managers' actions

1. Do the school's improvement/action plans identify whether there are any issues in the performance of pupils who are eligible for the Pupil Premium?
2. Do the actions noted for improving outcomes for Pupil Premium pupils:
 - give details of how the resources are to be allocated?

- give an overview of the actions to be taken?
 - give a summary of the expected outcomes?
 - identify ways of monitoring the effectiveness of these actions as they are ongoing and note who will be responsible for ensuring that this information is passed to governors?
 - explain what will be evaluated at the end of the action and what measures of success will be applied?
3. Is the leader responsible for this area of the school's work identified?
 4. How do governors keep an ongoing check on these actions and ask pertinent questions about progress ahead of any summary evaluations?
 5. Are the progress and outcomes of eligible pupils identified and analysed by the school's tracking systems? Is this information reported to governors in a way that enables them to see clearly whether the gap in the performance of eligible pupils and other pupils is closing?

Pupils' progress and attainment

1. Does the summary report of RAISEonline show that there are any gaps in performance between pupils who are eligible for free school meals and those who are not at the end of key stages? (Look at the tables on the previous pages of this document for some indicators to consider)
2. Do the school's systems enable governors to have a clear picture of the progress and attainment of pupils who are eligible for the Pupil Premium **in all year groups across the school**, not just those at the end of key stages?
3. If there are gaps in the attainment of pupils who are eligible for the Pupil Premium and those who are not, are eligible pupils making accelerated progress – are they progressing faster than the expected rate – in order to allow the gaps to close? Even if all pupils make expected progress this will not necessarily make up for previous underperformance.

4. Is the school tracking the attendance, punctuality and behaviour (particularly exclusions) of this group and taking action to address any differences?

Overall, will governors know and be able to intervene quickly if outcomes are not improving in the way that they want them to?