



*"This project has provided us with a sharp focus to ask questions about our practice, trial new ways of working and has opened up lots of professional discussions about what we want for our disadvantaged pupils. We all feel reinvigorated by it and it has been the driving force behind both tangible and intangible shifts in culture and expectations across school."*

NORTH YORKSHIRE SENIOR LEADER

# TACKLING EDUCATIONAL DISADVANTAGE

## A Toolkit for North Yorkshire Schools

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**Marc Rowland**

March 2017

**Getting school culture right is fundamental to tackling educational disadvantage. The most effective schools:**

- Have a three-year strategy for the use and impact of the Pupil Premium.
- Have a collective sense of mission: Everyone deserves an excellent education, regardless of background or barrier to learning.
- *Is there a mission statement? Is the whole school community engaged with this? Is Pupil Premium a concerted item/activity in staff meetings?*
- Have clarity of purpose: The Pupil Premium should be focused on pupil need, rather than accountability targets.
- *Are Pupil Premium pupils making a tangible progression year on year? Does the success criteria for Pupil Premium strategies prioritise pupil attainment? Are measures put in place to ensure this?*
- *Does data show that disadvantaged students are succeeding in secondary school/sixth form college/university/employment?*
- Recognise that the priority for disadvantaged pupils is consistently high-quality teaching every day.
- Recognise that some learners at risk of underachievement may not qualify for Pupil Premium
- *Do whole school activities/operations impact positively on all learners? Is the quality of teaching and learning effective throughout the whole school? If not, how can you improve it? Vulnerable learners who may not fit under a specific category should also be supported.*
- Build capacity in senior and middle leadership teams for mentoring, coaching, planning, monitoring and evaluation.
- *Expected progress as a success criteria can set limits on what disadvantaged learners can achieve.*
- Governing boards have ambition for all work with staff to ensure the Pupil Premium strategy will meet needs and have high impact.

*"The classrooms have a learning 'buzz' to them as you enter, with children actively collaborating and both the TAs and teachers supporting groups of children."*

– (PRIMARY DHT)

**A whole school approach to improving outcomes for disadvantaged pupils is a consistent feature of successful schools:**

- Teachers in the classroom are primarily accountable for the outcomes of disadvantaged learners.
- Where intervention is necessary, there is a culture of early, focused, precise and time-limited intervention.
- *Are interventions given a time frame with clear success criteria? Are TAs given feedback from teachers for any intervention they implement? Are interventions focused and quantifiable? Are interventions proportional to the specific needs that arise in EY/KS1/KS3? Are interventions evidence led?*
- Pupil Premium is invested at the point of need, both in terms of long and short term strategy
- *How is Pupil Premium spending assessed for impact? Is it adapted to meet the needs of pupils?*
- Every opportunity is taken to build readiness, both in and outside of the classroom
- *Are disadvantaged pupils proportionally represented in school trips/extracurricular activities that enrich and deepen their understanding of the world? Do lessons challenge pupil assumptions and enhance cultural capital?*
- Exceeding age-related expectations for disadvantage pupils through high quality teaching and learning.
- *Are disadvantaged pupils encouraged to be house captains/school councillors/sports team members/take leading roles in productions?*
- Parents are engaged and empowered.
- *Are disadvantaged students working with the most experienced qualified teachers? How do you engage your Pupil Premium parents? Do they feel confident asking questions about learning? How can teachers ensure frequent, casual conversations with parents?*
- In-school variations about how disadvantaged pupils are performing are understood and acted upon promptly. This includes a deeper understanding of the characteristics of learners that are struggling that goes beyond the Pupil Premium label.
- *Are staff aware how their disadvantaged pupils are performing? Are steps immediately taken to tackle underperformance?*
- 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.
- Staff wellbeing is prioritised. Disadvantaged pupils are disproportionately impacted by high staff absence/turnover.
- 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, eg 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 (eg 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.
- *Data should be a key driver for Pupil Premium strategy. Be wary of making changes on the basis of outliers and short-term anomalies in data.*

*"It is about our children being fully engaged in the learning process and becoming lifelong learners."* – PRIMARY HT

**Having high expectations is critically important. It is an entitlement for all. Exemplification of high expectations includes:**

- Children are expected to make the necessary progress they need to attain well. 'Expected progress' (or even better than 'expected progress') can still lead to underachievement if starting points are low or if progress has been disrupted. Open, whole school data matters.
- Terms such as 'bottom set, low attainers and low ability' are removed from school vocabulary.
- *All school staff adopt a shared language around high expectations. Do all staff discuss expectation in terms of age-related expectations and not just progress?*
- The Pupil Premium is not simply used for catch-up funding but is also focused on maximising readiness for success for those working at or above age-related expectations.
- *Is the Pupil Premium being used to continually challenge and extend higher attaining disadvantaged pupils?*
- Metacognitive approaches are adopted so that learners can understand the value and purpose of failure and have strategies to adapt when things go wrong.
- Disadvantaged and vulnerable learners disproportionately work with the best qualified, most effective staff available.
- Transition between all key stages is a critical time for disadvantaged pupils. In order to build on earlier successes, support is also provided at KS4-5 transition to sustain success
- Are disadvantaged pupils fully equipped with the necessary materials needed to access KS5? How are the expectations and standards for KS5 expressed to and comprehended by disadvantaged pupils? Is there a framework that allows for the discussion and guidance needed for a successful transition to KS5? Who provides counsel to these pupils?
- *Do disadvantaged pupils have the texts/resources needed prior to starting in KS5? Do disadvantaged pupils understand the expectations of them in KS5? Do they have the opportunity to discuss and prepare for the transition from KS4-KS5? Who is advocating for these pupils?*
- That thinking goes beyond narrow academic outcomes, for example independence, self belief and employability.
- *How are disadvantaged pupils prepared for employment? Are social skills modelled/career expectations promoted? Do students understand what is required to achieve their goals? Is high-quality work experience provided for all students?*
- That the most effective, long-term strategy for schools to raise self-esteem is academic success.
- *How is success encouraged? Do all stakeholders understand and comprehend the relationship between academic achievement and self-esteem?*
- That passivity about learning is addressed at all levels – build ownership and empowerment.
- That every pupil has an advocate to support them towards ambitious goals.
- Transition into and out of reception (and later points of transition) take into account the characteristics of learners that are vulnerable to underachievement.
- Is grouping by prior attainment or 'ability' denying disadvantaged pupils access to high-quality teaching, high-quality language, high-quality social skills.

*"We have challenged ourselves to create opportunities for all, regardless of background or barrier to learning."*

– SECONDARY AHT

**A clear understanding of how socio-economic disadvantage impacts on outcomes is crucial to a successful Pupil Premium strategy.**

- Barriers can lie within schools, with learners and their families. An understanding of barriers should inform your school level, phase/subject level, class level and personalised strategies.
- *Are barriers to learning specified and understood by all staff/governors? Is there a strategic plan that identifies solutions? Are Pupil Premium funds allocated to materials that curtail/prevent these barriers? Is the pupil premium strategy made available through the school's website?*
- It is important to analyse where pupils have multiple barriers to learning. Think beyond the Pupil Premium label. What are the characteristics of learners that are underachieving?
- A deep understanding of children and their families is critical.
- *What processes enable chronicled information about children and families to be collated and shared to all staff?*
- Teaching quality has a disproportionate impact on disadvantaged learners. The highest priority for Pupil Premium spending should be ensuring high-quality teaching in every lesson.
- *Is there high quality teaching and learning in every lesson/activity? Is CPD used to develop and improve teaching?*
- Remember that the Pupil Premium is not ring-fenced and leaders have autonomy. Consider how strategies can support informally disadvantaged learners, for example young carers, pupils with a parent in prison.
- Access to high quality language for disadvantaged pupils with a language rich learning environment.
- Is your school a language rich learning environment? Have you conducted a language audit, examining how much language is being used in the classroom, by who and what quality? How do classroom activities ensure disadvantaged pupils comprehend and practice using language accurately?
- *Do you provide cultural experiences/trips/visits and opportunities to develop the cultural capital, expectations and self belief of your pupils in and beyond the classroom?*
- Maximise the power of Pupil Voice. Listen to learners about supporting their ambitions and goals.
- How are academic and professional opportunities promoted to disadvantaged pupils? How are their aspirations and beliefs transformed and extended?
- *What do you do to make disadvantaged pupils more aware of the opportunities open to them? Do you widen and extend their expectations and self belief?*
- Build on local expertise for specific groups, for example the work of the virtual school with learners eligible for the Pupil Premium Plus or expertise in children's mental health.
- Barriers may relate to 'readiness' eg work experience, additional secondary school 'pre' visits for very vulnerable children.

*"We aimed to enrich the experienced with a focus on developing rich vocabulary."*

– PRIMARY HT

## 5 TARGETED ACTIVITIES

**The purpose of Pupil Premium funded activity should be to ensure disadvantaged pupils are accessing consistently high-quality teaching (or removing the barriers to accessing high-quality teaching).**

- Data should inform funded activities. Which phases or year groups are children not achieving as well as they might?
- Progress and attainment data, pupil progress meetings and requests for interventions for disadvantaged pupils are all indicators for Pupil Premium funded CPD. Data should inform funded activities
  - *How do you use data to support and feed into requests for funded activities?*
  - Before introducing evidence-based approaches consider first how that evidence can be applied to your school context.
  - *Can you identify school barriers? Use evidence-based approaches which target the barriers in your school context.*
  - Pupil Premium funded activity can benefit all children but should disproportionately benefit disadvantaged learners. High-quality feedback is a good example of this.
  - *To what extent does feedback in your school have a positive impact on the learning of disadvantaged pupils? How do you ensure disadvantaged pupils engage and can access high-quality feedback? Disadvantaged pupils may get less feedback on their learning outside school.*
  - Consider how best to meet need while avoiding stigmatising learners. Avoid labels.
  - The Pupil Premium offers opportunities to empower teachers in meeting the needs of disadvantaged pupils in the classroom. This may range from support for significant gaps in prior learning to support with revision.
  - *How do teachers use evidence to inform Pupil Premium strategies in the classroom?*
  - The Pupil Premium offers opportunities to build a curriculum that will support attainment and readiness for disadvantaged learners.
  - Where interventions are used to tackle gaps in learning, teachers retain ownership of outcomes. Where possible, interventions should be evidence based.
  - Is CPD used to improve teaching and learning in specific year groups/phases? Is the CPD targeted and focused on an area of development, with pupil need in mind?
  - At the same time, it is important to 'not wait for permission'. Sometimes, innovation and new thinking can help overcome barriers.
  - Interventions are unlikely to have a sustained impact if they are not integrated with consistently good quality first teaching and learning.
  - Interventions which are not strategically targeted can fail to address key issues.
  - If approaches such as smaller class size are used, consider how that improves outcomes? There are alternative approaches such as reduced contact time, pre and post teaching that may be more effective for less cost.
  - Is Pupil Premium solely seen as catch-up funding, or is it being used to support those working at or above age-related expectations. Is the Pupil Premium being used to help teachers stretch and challenge pupils, to go beyond what might be expected?
  - If funding is used for Teaching Assistant roles, adopt practices detailed in the Education Endowment Foundation report 'Maximising the Best Use of Teaching Assistants'.

*"Activities focus on developing a growth mind set and applying it to learning." – PRIMARY HT*

*"We no longer name or label groups. This has helped us to create a culture of every child can." – PRIMARY DHT*

## 6 MONITORING, EVALUATION AND INTERNAL QA

**Effective quality monitoring and rigorous impact evaluation are fundamental to success.**

- Make time sacrosanct to monitor and evaluate the effectiveness of your Pupil Premium strategy.
- *Is your data effective in showing how disadvantaged pupils are performing in all year groups? Does your data inform you about multiple barriers to learning?*
- Don't abandon your strategy based on short-term dips in performance.
- Effective evaluation is about finding out whether something works, not proving it works. We can learn a great deal from activities that are less successful.
- *Make success criteria specific, time limited and ambitious. Hold yourself to account for this.*
- Internal quality assurance is critical. Are Pupil Premium funded activities being rolled out as planned? Is professional development impacting on classroom practice?
- Sufficient leadership capacity is critical for effective monitoring and evaluation. Middle leaders play an important role here.
- Be wary of poor proxies for impact and confirmation bias, eg 'pupils enjoyed...'
- Know your cohorts and know your children. Does a positive average show a true representation of a class or is it a group of higher attaining pupils masking the lower attainment of others?
- There are numerous success criteria that are useful in tackling educational disadvantage: Improved disposition to learning, better attendance, better behaviour for learning, pupil voice, parental voice. Don't just rely on end of key stage outcomes!
- Effective use of the Pupil Premium is about equality of opportunity, not equality of provision. The very nature of disadvantaged learners means that need can change over time.
- Continually monitor to ensure that disadvantaged pupils are accessing Pupil Premium funded activities, particularly around enrichment and cultural capital.
- Scrutiny of impact measures and clear understanding of how and why they worked (or not) will inform next steps in a more personalised way.
- Governing boards are confident in asking challenging questions about the rationale and effectiveness of the Pupil Premium Strategy.

*"If North Yorkshire is to be a place in which every young person thrives, we need to inject fresh rigour and urgency into our efforts to ensure that the outcomes of our disadvantaged pupils match those of their peers." – NORTH YORKSHIRE LOCAL AUTHORITY*

## 7 ACCOUNTABILITY AND OPENNESS

The highest form of accountability is to the learners in our schools.

- Accountability for the Pupil Premium starts with meeting pupil needs. Adopting an effective, long term strategy to tackle educational disadvantage will result in improved, more robust pupil outcomes. Overly focusing on end of key stage tests means schools remain 'cohort vulnerable'.
- Hold regular, external peer review of your Pupil Premium strategy, even where outcomes for disadvantaged learners are strong.
- Data about progress and attainment of disadvantaged pupils should be accessible to all, and understood relative to local, national and families of schools outcomes.
- Adopt best practice with online statements about school strategy for tackling educational disadvantage. Check with parents whether the reports are clear and accessible.
- Are qualifications sufficiently robust that they effectively prepare students for their next stage in learning or employment? The sustained destinations of pupils is a key accountability measure.
- External accountability should look for:
  - a clear rationale for a school's Pupil Premium strategy
  - carefully targeted activities that enable good learning and readiness
  - robust monitoring and evaluation
  - improved outcomes for learners.
- Listen and respond to parents and pupils about the effectiveness of the school's Pupil Premium strategy.
- Through trusting relationships and effective channels of communication, parents and families are empowered to recognise and understand their contribution to their child's success. Getting this right in EYFS is critical for relationships throughout school.
- A small attainment gap can be a poor proxy for success. Accountability should be compared to other pupils nationally.

## CASE STUDIES

*"We introduced a more inclusive behaviour policy... the behaviour of disadvantaged students has improved significantly; the number of students in internal isolation and receiving fixed term exclusions has halved in 2016."*

– **Scalby School**

*"We aimed to enrich the experiences beyond the locality for [disadvantaged children] with a focus on developing rich vocabulary." – Malton Primary School*

*"Contrary to the staff's collective hunch that our disadvantaged pupils lack aspiration, our questioning found no evidence to support this." – Saltergate Junior School*

*"Consultation with teachers and teaching assistants suggested that whilst interventions were having a positive impact, too much of the focus for disadvantaged learners progress had moved away from teachers... time was set aside each week for teachers and teaching assistants to discuss disadvantaged pupils progress and learning." – Richmond C of E Primary School.*

*"Heads of department and senior leaders monitor teaching and learning, student tracking weeks and feedback trawls. These are reported regularly at SLT meetings. The Governing body has outcomes for disadvantaged pupils as a standing item when they meet every six weeks. External verification of the plan has also been sought." – Scalby School*

*"A key message has been not to look at the label of a child or even necessarily raw data but to consider where need is. For example, for intervention to consider where there is a skills gap or a knowledge gap rather than simply going of the results of one off tests. We also realise that we have been too hasty in attempting to ensure all disadvantaged students have a mentor when again we should look at need and ensure the skill set of the mentors is matched to the need of the student." – St John Fisher Catholic High School.*

## ATTAINMENT DATA AND SURVEY RESULTS

### Early Years Foundation Stage Profile (% Achieving a Good Level of Development (EYFS))

Year	FSM ELIGIBLE				OTHER PUPILS			
	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National
2014	40	42	40	45	63	63	64	64
2015	45	49	48	51	69	68	71	69
2016	51	52	51	54	72	70	73	72
Change from 2015	+6	+3	+3	+3	+3	+2	+2	+3

### Y1 Phonics (% Working at the Expected Standard of Phonics – Year 1)

Year	FSM ELIGIBLE				ALL PUPILS			
	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National
2014	54	59	56	61	71	72	75	74
2015	57	61	62	65	73	74	78	77
2016	63	66	67	69	78	78	82	81
Change from 2015	+6	+5	+5	+4	+5	+4	+4	+4

### Key Stage 2 (% Expected or Above in All of Reading, Writing and Mathematics – KS2)

No trend data available	DISADVANTAGED PUPILS				NON-DISADVANTAGED PUPILS			
	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National
2016	32	35	35	39	56	58	60	61

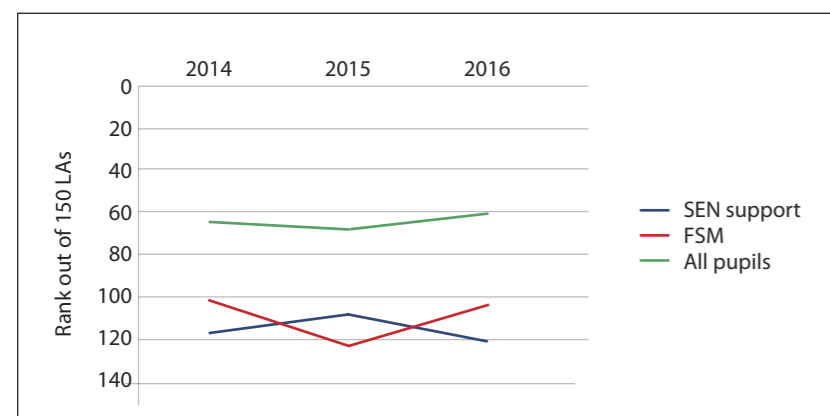
### Key Stage 4 (GCSE A\*-C in Both English and Mathematics – KS4)

No trend data available	DISADVANTAGED PUPILS				NON-DISADVANTAGED PUPILS			
	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National
2016	40	40	41	43	73	70	72	71

### By Age 19 (% Level 3 – By Age 19)

Year	DISADVANTAGED PUPILS				NON-DISADVANTAGED PUPILS			
	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National	North Yorkshire	Yorkshire & Humber	Statistical Neighbour	National
2014	31	29	29	36	65	57	63	61
2015	32	31	30	36	65	58	63	61
Change from 2014	+1	+2	+1	=	=	+1	=	=

### EYGSP % GLD National Rank Out of 150 for Groups of Pupils



## CONTRIBUTORS

Alverton Community Primary School  
 Barlby Bridge Community Primary School  
 Barrowcliff School  
 Barwic Parade Community Primary School, Selby  
 Braeburn Primary and Nursery School  
 Brayton Church of England Voluntary Controlled Primary School  
 Brompton Community Primary School  
 Camblesforth Community Primary School  
 Carnagill Community Primary School  
 Colburn Community Primary School  
 Easingwold Community Primary School  
 Forest of Galtres Anglican Methodist Primary School  
 Scarborough, Friarage Community Primary School  
 Gladstone Road Primary School  
 Glusburn Community Primary School  
 The Graham School  
 Hookstone Chase Primary School  
 Kirk Fenton Parochial Church of England Voluntary Controlled Primary School  
 Lady Lumley's School  
 Malton Community Primary School  
 Moorside Junior School  
 Northallerton School & Sixth Form College  
 Norton Community Primary School  
 Overdale Community Primary School  
 Riccall Community Primary School  
 Richmond Church of England Voluntary Controlled Primary School  
 Riverside Community Primary School  
 Romanby Primary School  
 Saltergate Community Junior School, Harrogate  
 Scalby School  
 St John Fisher Catholic High School, Harrogate  
 The Skipton Academy  
 South Milford Community Primary School  
 Sowerby Community Primary School  
 St Mary's Catholic Primary School, Knaresborough  
 St Mary's Roman Catholic Primary School, Selby  
 Stakesby Community Primary School  
 Starbeck Community Primary School  
 Terrington Church of England Voluntary Aided Primary School  
 Foston Church of England Voluntary Controlled Primary School  
 Thirsk Community Primary School  
 Thorpe Willoughby Community Primary School  
 Tockwith Church of England Voluntary Controlled Primary School  
 Wavell Community Junior School, Catterick Garrison

## PRINCIPLES

1. An excellent education and the highest expectations for all, regardless of background or barriers to learning.
2. The Pupil Premium should support improved attainment, raised expectations and readiness for life and learning.
3. High-quality teaching and learning should be prioritised over intervention. An intervention culture can lead to disadvantaged pupils being seen as 'someone else's responsibility'.
4. The Pupil Premium should be used to ensure disadvantaged pupils access excellent teaching and learning every day.
5. The Pupil Premium should address the needs of pupils as early as possible. It should focus on gaps in learning. End of key stage outcomes are a by-product of this approach.

## OTHER RESOURCES

North Yorkshire: Our Strategy for Closing the Gap in Educational Progress and Attainment in Schools and Settings 2015-2018  
 North Yorkshire: Closing the Gap in Early Years 2015-2018  
 Achievement Unlocked – Improving Outcomes for Disadvantaged Learners 2016/17 (National Education Trust – March 2017)  
 Achievement Unlocked – Annex: Case Studies (National Education Trust – March 2017)  
<http://cyps.northyorks.gov.uk/index.aspx?articleid=30593>  
 Supporting the attainment of disadvantaged pupils: articulating success and good practice (DfE – November 2015)  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/473974/DFE-RR411\\_Supporting\\_the\\_attainment\\_of\\_disadvantaged\\_pupils.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/473974/DFE-RR411_Supporting_the_attainment_of_disadvantaged_pupils.pdf)  
 Teaching and Learning Toolkit (Education Endowment Foundation)  
<https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>  
 Education Endowment Foundation – The Families of Schools database  
<https://educationendowmentfoundation.org.uk/resources/families-of-schools-database/>  
 Funding for disadvantaged pupils (National Audit Office – June 2015)  
<https://www.nao.org.uk/wp-content/uploads/2015/06/Funding-for-disadvantaged-pupils.pdf>  
 Education in England: Annual Report 2016 (Centre Forum – April 2016)  
<http://centreforum.org/publications/education-in-england-annualreport-2016/>  
 Early language development and children's primary school attainment in English and Maths (Save the Children – February 2016)  
[http://www.savethechildren.org.uk/sites/default/files/images/early\\_language\\_development\\_briefing\\_paper.pdf](http://www.savethechildren.org.uk/sites/default/files/images/early_language_development_briefing_paper.pdf)  
 Maximising the use of Teaching Assistants (Education Endowment Foundation – 2015)  
[https://v1.educationendowmentfoundation.org.uk/uploads/pdf/TA\\_Guidance\\_Report\\_Interactive.pdf](https://v1.educationendowmentfoundation.org.uk/uploads/pdf/TA_Guidance_Report_Interactive.pdf)  
 Unseen Children: Educational Access and Achievement 20 Years On (Ofsted – June 2013)  
<https://www.gov.uk/government/publications/unseen-children-access-and-achievement-20-years-on>  
 Children and Young People's Plan 'Young and Yorkshire'  
<http://www.northyorks.gov.uk/article/23982/Our-key-strategies-plans-and-policies>

## THINGS TO BE WARY OF

- Making assumptions about parents, pupils.
- Titles such as 'Pupil Premium Champion'. They can create a sense that 'someone else' is responsible for disadvantaged learners.
- An 'intervention culture'.
- Late intervention or intervention without success criteria and milestones.
- Celebrating 'expected progress', particularly for pupils from low starting points or those that have been stuck.
- Pupil Premium funding being seen as additional to the school improvement strategy.
- Aiming for the minimum. Set aspirational targets!
- Attributing SEND to disadvantaged learners that have had a challenging start to life. An accurate assessment of specific special education needs is required.
- Low prior attainment determine low future attainment through target setting.
- Make sure interventions outside of the classroom at least compensate for what has been missed.

## BEST PRACTICE & WEBSITE STATEMENTS

You must publish a strategy for the school's use of the pupil premium. You no longer have to publish a 'pupil premium statement'. It is important to remember that these statements are to inform parents how the funding is being used.

For the current academic year, you must include:

- Amount of funding
- Barriers to learning
- How you'll spend the pupil premium to address those barriers and why
- How you'll measure the impact of the pupil premium
- The date of the next review of the school's pupil premium strategy

For the previous academic year, you must include:

- How you spent the pupil premium allocation
- The impact of the expenditure on eligible and other pupils
- How Pupil Premium funding is allocated each year
- The Teaching Schools Council has published templates to support schools in presenting their pupil premium strategies. Use of the templates is voluntary.

St John Fisher Catholic High School in Harrogate have produced a good example report.

### DATA SOURCE

1. Focus on disadvantaged pupils – report on attainment and progress in the 2014/15 academic year.
2. National Education Trust survey of 107 schools (Nov 2015).
3. National Education Trust sample analysis of school website statements (Nov 2015).
4. School focus groups and stakeholder consultation meetings (Jan-Mar 2016).