

Success Factors related to the Pupil Premium

- Ring fencing of funding so that it is spent on the target group of pupils
- Focusing on supporting more vulnerable pupils to achieve the highest possible levels (not confusing eligibility for the Pupil Premium with low ability)
- Thorough analysis of pupil achievement, particularly in English and Mathematics, drawing on research evidence from their own and others' experience to allocate funding where it is most likely to have an impact on achievement
- Ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good
- Allocating the best teachers to teach intervention groups to improve English and mathematics, or employing new teachers who have a good track record in raising attainment in those subjects
- Using achievement data frequently to check whether interventions or techniques are working and making adjustments accordingly, rather than just using the data retrospectively to see if something has worked
- Making sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping pupils to achieve
- Focusing on giving pupils clear, useful feedback about their work, and ways that they could improve it
- Ensuring that a designated senior leader has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for pupils
- Ensuring that class and subject teachers know which pupils are eligible for the Pupil Premium so that they can take responsibility for accelerating their progress
- Having a clear policy on spending the Pupil Premium, agreed by governors and publicised on the school website
- Providing well-targeted support to improve attendance, behaviour or links with families where these are barriers to a pupil's learning
- Having a clear and robust performance management system for all staff, including discussion about pupils eligible for the Pupil Premium in performance management meetings
- Involving governors in the decision making and evaluation process
- Being able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for pupils.