Raising attainment and closing the gap: disseminating good practice with the pupil premium

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Tim Gilson CEO Athelstan Trust
With thanks to John Dunford
Formerly National Pupil Premium Champion
Disseminating PP policy and practice

School leaders and governors need support to:

1. identify barriers to learning;
2. develop an optimum strategy to overcome these barriers;
3. use data effectively;
4. learn what is working well elsewhere;
5. use evidence and adapt to their own context;
6. be brave and innovative;
7. improve the quality of teaching;
8. support specific groups, e.g. bright disadvantaged learners, looked-after children;
9. develop curriculum to raise attainment of disadvantaged chn;
10. monitor and evaluate the effectiveness of these policies;
11. report impact
12. What other support do schools need?
Attainment

Time

PP pupils
Other pupils
Story so far: Key Stage 2 gap since 2011...

- Key stage 2 gap showing clear downwards trend around the Level 4 threshold for reading, writing and maths.
- Key stage 2 gap index also going down, showing trend across the attainment range not only around Level 4.
... and Key Stage 4 gap since 2011

Key stage 4 gap index narrowed since 2011 but has widened between 2014 and 2015, showing trend across the attainment range not only around grade C.

Key stage 4 gap is wider under new measure but cannot be compared with previous years.
Gap – Attainment 8

![Graph showing the attainment gap between FSM/CLA and Not FSM/CLA from 2011 to 2014. The bars for each year show the difference in attainment, with values of -14.5, -13.3, -12.6, and -12.0 from 2011 to 2014 respectively.]
Gap and disadvantaged attainment at 11: South West region in 2015

<table>
<thead>
<tr>
<th>Region</th>
<th>Gap at 11</th>
<th>Attainment</th>
<th>Gap at 11</th>
<th>Attainment</th>
</tr>
</thead>
<tbody>
<tr>
<td>BANES</td>
<td>20</td>
<td>67</td>
<td>Plymouth</td>
<td>11</td>
</tr>
<tr>
<td>Bourn’mth</td>
<td>18</td>
<td>68</td>
<td>Poole</td>
<td>18</td>
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<tr>
<td>Bristol</td>
<td>18</td>
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<td>Somerset</td>
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<td>Cornwall</td>
<td>16</td>
<td>66</td>
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<td>Dorset</td>
<td>17</td>
<td>65</td>
<td>Torbay</td>
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<td>Glos</td>
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<td>65</td>
<td>Wilts</td>
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<td>N Som</td>
<td>14</td>
<td>72</td>
<td>Region</td>
<td>18</td>
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<td>National</td>
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<td>National</td>
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## Gap and disadvantaged attainment at 16: South West region in 2015

<table>
<thead>
<tr>
<th>Region</th>
<th>Gap at 16</th>
<th>Attainment</th>
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<tr>
<td>BANES</td>
<td>33.4</td>
<td>35.7</td>
<td>Plymouth</td>
<td>27.5</td>
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<td>Bourn’mth</td>
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<td>Bristol</td>
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<td>30.3</td>
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<td>28.6</td>
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<td>Cornwall</td>
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<td>36.2</td>
<td>S Glos</td>
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<td>Devon</td>
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<td>Dorset</td>
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<td>34.5</td>
<td>Torbay</td>
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<tr>
<td>Glos</td>
<td>33.8</td>
<td>33.0</td>
<td>Wilts</td>
<td>32.6</td>
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<td>N Som</td>
<td>32.9</td>
<td>32.3</td>
<td>Region</td>
<td>30.5</td>
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<td></td>
<td></td>
<td>National</td>
<td>28.3</td>
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</tbody>
</table>
Missing talent

- Sutton Trust report, June 2015

Key findings:
- 15% of highly able pupils who score in the top 10% nationally at age 11 fail to achieve in the top 25% at GCSE
- Boys, and particularly pupil premium eligible boys, are most likely to be in this missing talent group
- Highly able pupil premium pupils achieve half a grade less than other highly able pupils, on average, with a very long tail to underachievement
- Highly able pupil premium pupils are less likely to be taking GCSEs in history, geography, triple sciences or a language
Looked-after children: some statistics

- 68% of looked-after children achieved level 4 in reading, compared with 89% of others.
- The gap at 11 is even larger in writing and mathematics.
- 12% of looked-after children achieved 5+ GCSEs at A*-CEM, compared with 53% of others.
- 33% of care leavers become NEET, compared with 13% of all young people.
- 6% of care leavers go to university, compared with 40% of others.
- This is less than the percentage of care leavers who go to prison.
- 67% of looked-after children have SEN cf. 18% of the total population. Of those, 29% have a statement cf. 2.8% of all children.
- 62% of children become looked-after as a result of abuse or neglect and they have a much higher incidence of mental health problems.
- Looked-after children especially need our additional support to achieve their potential and improve their life chances.
Focus for the pupil premium

- Prioritise your school’s gaps
- Decide on comparators for PP students
  - PP / Non-PP in your school
  - PP in your school / Non-PP pupils nationally
- What is your ambition?
  - In 17% of schools, FSM attainment is above the national average for ALL pupils
- Use evidence of what works
- Use curriculum to raise FSM attainment
- Improve transition, especially for disadvantaged
- Focus relentlessly on the quality of teaching and learning
Effect of teaching on students in years of progress

Average student

Disadvantaged student

Source: Sutton Trust (2011)
Overcoming the barriers

- Identify barriers to learning for PP pupils
- Decide your desired outcomes
- Identify success criteria for each outcome
- Choose your PP strategies
- Implement strategies with in-depth training
- Evaluate strategies regularly
- Tell the story: create an audit trail
Identifying the barriers to learning for PP pupils through ….

- Learning walks
- PP student shadowing
- PP student voice
- Achievement and attendance analysis
- Parent views
- SLT, staff and governor views
## Deciding your desired outcomes

<table>
<thead>
<tr>
<th>Desired outcomes</th>
<th>Success criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving FSM attainment</td>
<td></td>
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<tr>
<td>Reducing gaps</td>
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<tr>
<td>Improving attendance</td>
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<tr>
<td>Accelerating progress</td>
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<td>Reducing exclusions</td>
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<td>Improving behaviour</td>
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<tr>
<td>Improving engagement of families</td>
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<tr>
<td>Developing skills and personal qualities</td>
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<tr>
<td>Extending opportunities</td>
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<tr>
<td>Improving transition</td>
<td></td>
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<tr>
<td>Good destination data</td>
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</tbody>
</table>
Choosing your school strategies

- What strategies will produce these desired outcomes and help you to achieve your success criteria?

- “Individual need, classroom rigour”

- Use evidence of what works

- Train staff in depth on chosen strategies
Evaluating your school strategies

- External review and school self-review are both important

- Evaluate impact of strategies

- Find a pupil premium reviewer
  - http://apps.nationalcollege.org.uk/closing_the_gap/create_xls.cfm

- Compare your school’s PP performance with like schools
  - http://educationendowmentfoundation.org.uk/toolkit/families-of-schools/ (secondary only in full; primary now becoming available)
Evaluating your school strategies: getting the balance right

- Short-term
- Long-term
- Needs of individual pupils
- Whole-school strategies
- Teaching and learning strategies
- Improving numeracy and literacy
- Improving test and exam results
- Raising aspirations
- Pastoral support strategies

Is the balance right in your school?
Creating a good audit trail

How good is the audit trail in your school?

- The audit trail
  - PP funding
  - Strategies adopted
  - Implementation
  - Monitoring mechanisms and results
  - Measured impact
  - Evaluating each strategy: ‘What does this mean?’
  - Improving: ‘What do we do now?’
Audit trail on the school website

<table>
<thead>
<tr>
<th></th>
<th>Person responsible</th>
<th>Cost</th>
<th>Evaluation</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve feedback</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>1:1 tuition</td>
<td></td>
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<tr>
<td>Attendance officer</td>
<td>Person</td>
<td></td>
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<tr>
<td>Peer tutoring</td>
<td>Person</td>
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<td>etc</td>
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</tbody>
</table>

Plus case studies of impact on (anon) individual pupils

How good is the audit trail in your school?
The opportunity

- Don’t wait for politicians to tell you what to do
- The government isn’t telling schools how to close the gap
- It’s for schools to decide how to use PP
- Stop looking up and start looking out
The evidence

- Seek out excellent practice in other schools
  www.pupilpremiumawards.co.uk

- Use the Education Endowment Foundation toolkit
  http://educationendowmentfoundation.org.uk/toolkit/

- Use the NFER report on success and good practice
  www.nfer.ac.uk/publications/PUPP01

- Use conclusions from Ofsted surveys
  http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement
Professional networks

- Seek out excellent practice in closing the gap
- Local, regional, national, international evidence
- Is there an outward-looking pupil premium co-ordinators’ network locally?
- How good are the networks of key PP staff?
## EEF Toolkit

<table>
<thead>
<tr>
<th>Intervention</th>
<th>Impact</th>
<th>Duration</th>
<th>Impact</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback</td>
<td></td>
<td>-8 months</td>
<td></td>
<td>+3 months</td>
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<tr>
<td>Meta-cognition and self-regulation</td>
<td></td>
<td>-8 months</td>
<td></td>
<td></td>
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<tr>
<td>Peer tutoring</td>
<td></td>
<td>-6 months</td>
<td></td>
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<tr>
<td>Early years intervention</td>
<td></td>
<td>-6 months</td>
<td></td>
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<tr>
<td>One to one tuition</td>
<td></td>
<td>-5 months</td>
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<tr>
<td>Homework (Secondary)</td>
<td></td>
<td>-5 months</td>
<td></td>
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<tr>
<td>Collaborative learning</td>
<td></td>
<td>-5 months</td>
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<tr>
<td>Oral language interventions</td>
<td></td>
<td>-5 months</td>
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<tr>
<td>Mastery learning</td>
<td></td>
<td>-5 months</td>
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<tr>
<td>Phonics</td>
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<td>-4 months</td>
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<tr>
<td>Small group tuition</td>
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<td>-4 months</td>
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<tr>
<td>Behaviour interventions</td>
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<td>-4 months</td>
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<tr>
<td>Digital technology</td>
<td></td>
<td>-4 months</td>
<td></td>
<td></td>
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<tr>
<td>Social and emotional learning</td>
<td></td>
<td>-4 months</td>
<td></td>
<td></td>
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<tr>
<td>Parental involvement</td>
<td></td>
<td>-3 months</td>
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<tr>
<td>Reducing class size</td>
<td></td>
<td>-3 months</td>
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<tr>
<td>Summer schools</td>
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<td>-3 months</td>
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<tr>
<td>Outdoor adventure learning</td>
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<tr>
<td>Sports participation</td>
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<tr>
<td>Arts participation</td>
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<tr>
<td>Individualised instruction</td>
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<tr>
<td>Extended school time</td>
<td></td>
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<tr>
<td>After school programmes</td>
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<td></td>
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</tr>
<tr>
<td>Learning styles</td>
<td></td>
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<tr>
<td>Mentoring</td>
<td></td>
<td></td>
<td></td>
<td>+1 month</td>
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<tr>
<td>Teaching assistants</td>
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<tr>
<td>Homework (Primary)</td>
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<tr>
<td>Performance pay</td>
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<td>Aspiration interventions</td>
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<td>Block scheduling</td>
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<td></td>
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<td>0 month</td>
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<tr>
<td>Setting or streaming</td>
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<td>-1 month</td>
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<tr>
<td>Repeating a year</td>
<td></td>
<td></td>
<td></td>
<td>+4 months</td>
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Teaching assistants
Low impact for high cost, based on limited evidence.

Teaching assistants
Teaching assistants (also known as TAs or classroom support assistants) are adults who support teachers in the classroom. Teaching assistants’ duties can vary widely from school to school, ranging from providing administrative and classroom support to providing targeted academic support to individual pupils or small groups.

How effective is it?
Evidence suggests that TAs can have a positive impact on academic achievement. However, effects tend to vary widely between those studies where TAs provide general administrative or classroom support, which on average do not show a positive benefit, and those where TAs support individual pupils or small groups, which on average show moderate positive benefits. The headline figure of one additional month’s progress lies between these figures.

What are the costs?
The average cost of employing a teaching assistant, including salary and on-costs, is estimated at about £18,000. Overall, costs are estimated as high.

What should I consider?
Before implementing the strategy in your learning environment, consider the following:
Using teaching assistants effectively

- The DISS project: **Deployment and Impact of Support Staff** [www.oxfordprimary.co.uk](http://www.oxfordprimary.co.uk)

- How well are your teaching assistants doing?
- How do you know how effective they are?
## Projects: teaching assistants

<table>
<thead>
<tr>
<th>Project</th>
<th>Summary</th>
<th>Age</th>
<th>Toolkit areas</th>
<th>Effect size</th>
<th>Padlocks and stage</th>
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<tbody>
<tr>
<td>Catch Up Literacy</td>
<td>One-to-one tailored TA support on phonics and comprehension.</td>
<td>Years 3-6</td>
<td>Phonics</td>
<td>+0.12 (2 months)</td>
<td>Effectiveness</td>
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<tr>
<td>Catch Up Numeracy</td>
<td>One-to-one TA numeracy instruction for struggling learners</td>
<td>Years 2-6</td>
<td>-</td>
<td>+0.21 (3 months)</td>
<td>Effectiveness</td>
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<tr>
<td>Nuffield Early Language</td>
<td>Oral language intervention for nursery and reception pupils, delivered by TAs</td>
<td>EYFS</td>
<td>Communication and language approaches (Early Years toolkit)</td>
<td>+0.27 (4 months)</td>
<td>Efficacy</td>
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<tr>
<td>Intervention</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>REACH</td>
<td>Language and comprehension intervention for struggling readers, delivered by TAs</td>
<td>Year 7/8</td>
<td>Reading comprehension; Oral language</td>
<td>+0.32/ +0.51 (4 months/ 6 months)</td>
<td>Efficacy</td>
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<tr>
<td>Switch-on Reading</td>
<td>10 week TA intervention drawing on Reading Recovery</td>
<td>Year 7</td>
<td>Reading comprehension</td>
<td>+0.24 (3 months)</td>
<td>Efficacy</td>
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<td>Talk for Literacy</td>
<td>Speaking and listening interventions delivered by TAs.</td>
<td>Year 7</td>
<td>Oral language</td>
<td>0.2 (3 months)</td>
<td>Efficacy</td>
</tr>
</tbody>
</table>

Results from 6 EEF projects using TAs to deliver targeted, structured, short term literacy and numeracy interventions
<table>
<thead>
<tr>
<th>Project</th>
<th>Summary</th>
<th>Age</th>
<th>Impact</th>
<th>Security</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accelerated Reader</td>
<td>A web-based programme that carefully matches books to pupils’ reading abilities</td>
<td>Year 7</td>
<td>+3 months</td>
<td></td>
</tr>
<tr>
<td>Catch Up Literacy</td>
<td>One-to-one tailored TA support on phonics and comprehension.</td>
<td>Years 3-6</td>
<td>+2 months</td>
<td></td>
</tr>
<tr>
<td>Fresh Start</td>
<td>A phonics programme for older children.</td>
<td>Year 6 &amp; 7</td>
<td>+3 months</td>
<td></td>
</tr>
<tr>
<td>Grammar for Writing</td>
<td>Improving writing through contextualised grammar teaching to whole classes.</td>
<td>Year 6</td>
<td>+2 months</td>
<td></td>
</tr>
<tr>
<td>Graduate Coaching Programme</td>
<td>Employing coaches to improve the literacy of struggling Year 7s</td>
<td>Year 7</td>
<td>+5 months</td>
<td></td>
</tr>
<tr>
<td>Switch-on Reading</td>
<td>10 week TA intervention based on Reading Recovery</td>
<td>Year 7</td>
<td>+3 months</td>
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</tr>
<tr>
<td>Talk for Literacy</td>
<td>Speaking and listening interventions delivered by TAs</td>
<td>Year 7</td>
<td>+3 months</td>
<td></td>
</tr>
<tr>
<td>Using Self-regulation to improve writing</td>
<td>Whole-class structured writing programme using memorable experiences as inspiration</td>
<td>Year 6 &amp; 7</td>
<td>+9 months</td>
<td></td>
</tr>
</tbody>
</table>

Results from a selection of EEF projects which aimed to improve literacy
12 areas of PP focus in successful schools

- Excellent collection, analysis and use of data relating to individual pupils and groups
- Unerring focus on the quality of teaching
- Identification of the main barriers to learning for PP-eligible pupils
- Frequent monitoring of the progress of every PP-eligible pupil
- When a pupil’s progress slows, interventions are put in place rapidly
- Every effort is made to engage parents and carers in the education and progress of their child
12 areas of PP focus in successful schools

- Evidence (especially the EEF Toolkit) is used to decide on which strategies are likely to be most effective in overcoming the barriers to learning
- Staff (teachers and support staff) are trained in depth on the chosen strategies
- 100 per cent buy-in from all staff to the importance of the PP agenda is essential, with all staff conveying positive and aspirational messages to PP-eligible pupils
- Performance management is used to reinforce the importance of PP effectiveness
- Effectiveness of teaching assistants is evaluated and, if necessary, improved through training and improved deployment
- Governors are trained on PP
NFER evidence

The 7 building blocks of success:

1. An ethos of attainment for all pupils
2. An individualised approach to addressing barriers to learning and emotional support at an early stage
3. A focus on high quality teaching
4. A focus on outcomes for individual pupils
5. Deployment of the best staff to support disadvantaged pupils – developing the skills of existing teachers and TAs
6. Decision-making based on data and frequent monitoring
7. Clear, responsive leadership, with high aspirations
Evidence from Ofsted

- Reports on PP – Sept 2012, Feb 2013 and July 2014
  - Successful approaches:
  - Unsuccessful approaches

- Unseen children: access and achievement 20 years on
Evidence from Ofsted: successful approaches

- PP funding ring-fenced to spend on target group
- Maintained high expectations of target group
- Thoroughly analysed which pupils were under-achieving + why
- Used evidence to allocate funding to big-impact strategies
- High quality teaching, not interventions to compensate for poor teaching
- Used achievement data to check interventions effective and made adjustments where necessary
- Highly trained support staff
- Senior leader with oversight of how PP funding is being spent
- Teachers know which pupils eligible for PP
- Able to demonstrate impact
- Involve governors
EXAMPLE STRATEGIES TO CLOSE ATTAINMENT GAPS

Whole school strategies might include:
- Quality teaching and learning, consistent across the school, supported by strong CPD culture, observation/moderation and coaching
- Engaging and relevant curriculum, personalised to pupil needs
- Pupil level tracking, assessment and monitoring
- Quality assessment
- Effective reward, behaviour and attendance policies
- Inclusive and positive school culture
- Effective senior leadership team, focused on PP agenda

Targeted strategies for under-achieving pupils might include:
- Early intervention and targeted learning interventions
- One-to-one support and other ‘catch-up’ provision
- Rigorous monitoring and evaluation of impact of targeted interventions
- Extended services and multi-agency support
- Targeted parental engagements
- In-school dedicated pastoral and wellbeing support and outreach
- Developing confidence and self-esteem through pupil voice, empowering student mentors, sport, music, or other programmes such as SEAL

Targeted strategies for FSM pupils might include:
- Incentives and targeting of extended services and parental support
- Subsidising school trips and other learning resources
- Additional residential and summer camps
- Interventions to manage key transitions between stages/schools
- Dedicated senior leadership champion

Source: abridged from Rea and Hill, 2011, Does School-to-School Support close the gap? National College for School Leadership
Funding commitment for pupil premium

Conservative manifesto, May 2015:

“On current pupil number forecasts, there will be a real-terms increase in the schools budget in the next Parliament.

“We will continue to provide the pupil premium, protected at current rates, so that schools receive additional money for those from the poorest backgrounds.

“We will support families by providing free meals to all infants.

And we will make schools funding fairer.”

Spending Review, November 2015:

“… per pupil protection for the pupil premium”
Accountability

- Use accountability to support successful implementation

- Accountability must be for impact
- Accountability to central government, to inspectors and to local authorities and governing bodies

- *What kind of internal school accountability will work best?*
- Encourage schools to build their own data sets

- A key accountability question for schools to ask themselves: *Are all your disadvantaged pupils making at least good progress?*

- A good audit trail
- Accountability direct to parents

Are all pupils making at least good progress?
The moral purpose

“Our data shows that it doesn’t matter if you go to a school in Britain, Finland or Japan, students from a privileged background tend to do well everywhere. What really distinguishes education systems is their capacity to deploy resources where they can make the biggest difference.

“Your effect as a teacher is a lot bigger for a student who doesn’t have a privileged background than for a student who has lots of educational resources”

Andreas Schleicher, Times Educational Supplement, 2013
Essential documents

- The main page of the EEF Toolkit, with the strategies in order of effectiveness: http://educationendowmentfoundation.org.uk/toolkit/
- Page 3 of the Ofsted report on PP (Feb 2013), which summarised the successful and unsuccessful approaches to using PP
Essential documents

- Blogs: Ten point plan on spending the pupil premium [http://johndunfordconsulting.wordpress.com/](http://johndunfordconsulting.wordpress.com/) and summary (September 2015)
- NFER report on successful practice with pupil premium (Published Nov 2015) [www.nfer.ac.uk/publications/PUPP01](http://www.nfer.ac.uk/publications/PUPP01).
Essential documents

See also:

- Ofsted report on Unseen Children: http://www.ofsted.gov.uk/resources/unseen-children-access-and-achievement-20-years

- A link to the Free School Meals toolkit, which give practical ideas for increasing registration:

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