The Pupil Premium

Report of the Pupil Premium Scrutiny Task Group

Final Report

September 2013

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Foreword

The Pupil Premium grant is aimed at boosting the attainment of the most deprived and challenged pupils to narrow the gap between them and their peers. It is allocated to schools on the basis of the number of pupils who have been registered for free school meals at any point in the last six years, children who have been looked after continuously for more than six months, and children of service personnel. From £430 per pupil it has risen to £600 last year to £900 for this year's academic year. It is anticipated that funding may rise still yet further in 2013-2014 to around £1400. This is a significant increase and it is ever more vital that schools are using the grant for the highest impact.

Above all, the Pupil Premium is about changing lives through changing the educational outcomes of some of the most challenged groups of pupils and to make sure that it is doing that we need to challenge and test how we are using the grant against the evidence of its impact compared with other approaches. In particular, schools themselves have to challenge the way they are spending the grant and evaluating impact to inform future practice.

There is a wealth of research and guidance available on different approaches and we have been able to see some of the local practice in Hammersmith and Fulham first hand, much of which is making a real difference. Some of the ways in which the grant is being used locally is being published consecutively in our report *The Pupil Premium Case Studies: How Schools are Using the Pupil Premium in Hammersmith and Fulham.* Our key message is that we would like to see a more systematic and evidenced based approach to the evaluation, identification and planning of educational programmes funded through the Pupil Premium, to make sure that the activities funded are making the highest impact.

We have heard from a wide range of expert witnesses during the Inquiry and received written and oral evidence from Head Teachers and school governors in Hammersmith and Fulham and this has helped to inform this report and our recommendations to schools. We have involved young people through the Borough Youth Forum, who have contributed oral and written evidence and undertaken some surveys of local schools and young people which we have considered. We have heard from Mr Chris Wood – Her Majesties Inspector Advisor, Ofsted, who was able to provide some insight into the approach Ofsted are now taking to the Pupil Premium spending now that it is part of the Ofsted inspection framework. We have undertaken some documentary research on different approaches, including the work of Professor John Hattie from the University of Auckland, New Zealand who has published ambitious international studies on attainment impact and provides some provocative challenge to complacency.

It is up to schools how they spend the Pupil Premium grant and we have noted some good practice locally, but we also want to play our part in driving improvement and sharing ideas, which is consistent with the local authority's role in supporting school improvement, because maximising pupils' educational outcomes and narrowing the gap is not just a matter of government policy and grant allocation; education changes lives.

Councillor Charlie Dewhirst
– Chairman of the Pupil Premium Scrutiny Inquiry

1.   Introduction

The Pupil Premium is additional funding provided to schools so that they can support their disadvantaged pupils and close the attainment gap between them and their peers. In 2012-2013 the Pupil Premium grant was £600 for each child receiving Free School Meals (FSM), Children Looked After (CLA) or with parents in the armed forces. This year, the Pupil Premium is rising to £1.875 billion, with schools attracting £900 per disadvantaged child.

A Scrutiny Task Group was established by the Overview and Scrutiny Board which has considered guidance, comparative approaches and how Hammersmith and Fulham schools are using the Pupil Premium to narrow the gap.

The Members of the Scrutiny Task Group were:
- Councillor Charlie Dewhirst (Chairman)
- Councillor Caroline Needham (Vice Chairman)
- Councillor Tom Crofts.

The Inquiry has interviewed a range of key stakeholders involved, considered written evidence and visited schools to find out how the Pupil Premium is being used in Hammersmith and Fulham and nationally.

The Scrutiny Inquiry has considered the use of the Pupil Premium grant in Hammersmith and Fulham, alongside national guidance and oral evidence from a range of local and national stakeholders, including local schools and school governors, Ofsted, the Education Endowment Foundation and the Local Authority and drawn this up into an overview of how programmes might be approached.

The scrutiny report takes the view that there is no one-size-fits-all and no "right" or "wrong" way to approach Pupil Premium programmes, but rather tries to adopt a constructive and useful framework by which schools may consider the way in which they are approaching their own programmes and useful suggestions and proposals. Central to our proposals is the importance of a systematic inclusive evidenced based approach to using Pupil Premium money to maximise the impact on pupils' attainment and in so doing, change lives. Although schools are free to spend the Pupil Premium grant in whichever way they choose, the increased level of Pupil Premium grant, the statutory requirement to publish Pupil Premium policies and expenditure on school websites and the inclusion of the Pupil Premium within the new Ofsted regime means that there is an increasing focus on how schools are using the Pupil Premium grant to achieve the greatest impact on pupils' educational attainment.

Key Stages

The approach taken in this report is to propose key stages: identification, planning, delivering and evaluating Pupil Premium programmes and to identify some key areas for consideration by Head Teachers, school governors, teachers and administrators. It also considers the role of school governors in providing leadership, policy oversight and direction, budget and resource setting, policy and performance review, involvement in project review and evaluation and overall evaluation.

Key stages for the development, delivery and evaluation identified in this report are:
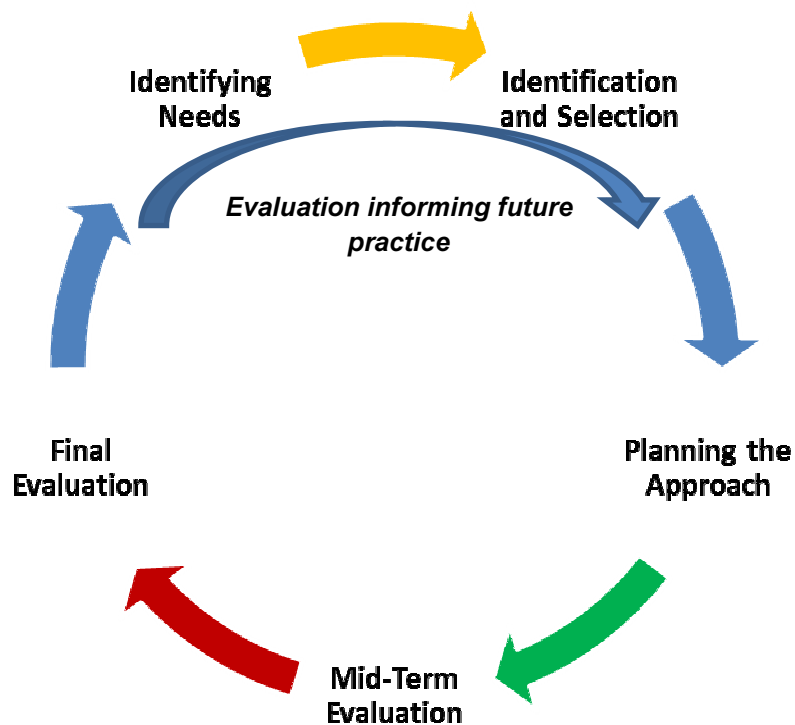
1. **Evidenced Based Needs analysis** - Identification of challenged / disadvantaged pupils, inc FSM pupils, at each Key Stage
2. **Gap analysis -** Identification of educational attainment gaps for each group of pupils
3. **Planning the Approach** – Identification of options and approaches to boost attainment for each identified attainment gap for each group identified
4. Evaluation, scoring and **prioritisation of options** based on evidence
5. **Selection** and budget allocation of options
6. **Scoping** of projects around the selected options, within the budgets allocated
7. **Planning and design** of the projects with specific aims and objectives, performance measures, resource identification, timescales and risks for each project
8. **Staff** - Designation of a project manager and project staff and other resources
9. **Delivery** of the project
10. **Mid-term evaluation** of the project
11. **Final evaluation** to inform future practice.

Know Thy Impact

We believe that it is important that Pupil Premium funding is planned and focused on educational interventions that are proven to provide the highest impact for the most challenged pupils to narrow the educational attainment gap. To do this schools need to take a systematic approach to evaluating what works and what does not work as well to inform and challenge practice, rather than funding programmes which merely replicate practice each year or which are based upon assumptions on impact.

According to the survey carried out by Ofsted in 2012, only 10% of school leaders said that the Pupil Premium grant had significantly changed the way that they supported pupils from disadvantaged backgrounds and the funding was commonly used to maintain or enhance existing provision rather than to put in new initiatives[1].

2. Identifying Needs

To get the most out of the Pupil Premium, it is important to consider the evidence based needs of the most challenged groups of pupils. Schools should consider who those pupils are and the barriers to learning and achievement, and specifically identify their needs to bridge the achievement gap.

Initially, the target group of pupils may be pupils in receipt of Free School Meals (FSM) and Children Looked After (CLA), as this is the measure used by the Government to allocate funding, but it may be worth considering if these are the only definition of needs that the school wishes to use. FSM may or may not be the best way of measuring challenge and need within a school. Moreover, a narrow definition of need may preclude projects which can boost attainment through inclusion or challenging underlying barriers to learning. We suggest that the key thing is that spending is focused in a considered and deliberate way to raise attainment for the most challenged pupils.

Having identified the attainment gaps of different pupils, further analysis can help to identify what the educational attainment gaps for each group of pupils are. This can be used to identify, evidence and prioritise the options for Pupil Premium grant allocation. We suggest that it is important to periodically test assumptions and knowledge about needs to make sure the assessments are based upon evidence of impact assessment. Attainment data for different groups of children in each school can be accessed and benchmarked via the RAISEonline websitethe Dashboard and the Fischer Family Trust.

3. Identification and Selection

Identification of what interventions to fund through the Pupil Premium starts with evaluation of impact of different approaches. It is when teachers and school leaders

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[1] The Pupil Premium: How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils, Ofsted, September 2012

start a project with the mind frame that they are evaluators of their impact that the students gain the most benefit.

Identifying the right projects in which to invest Pupil Premium money is critical to getting the highest measurable impact from the grant. The types of projects funded by the Pupil Premium grant in schools varies enormously, but it is important to remember the designated purpose of the grant is to narrow the attainment gap and that projects should be prioritised for funding for that purpose.

> *"there is a danger that schools may spend the resources on well-intentioned programmes that, in practice, have not been proven to raise attainment. For example, a recent survey of teachers found that 15 per cent would prioritise the money on reducing class sizes and 8 per cent would spend it on additional teaching assistants (Sutton Trust 2012). However, trials of both these programmes show they have little impact on pupil attainment."*
>
> (Higgins et al 2012a)[2]
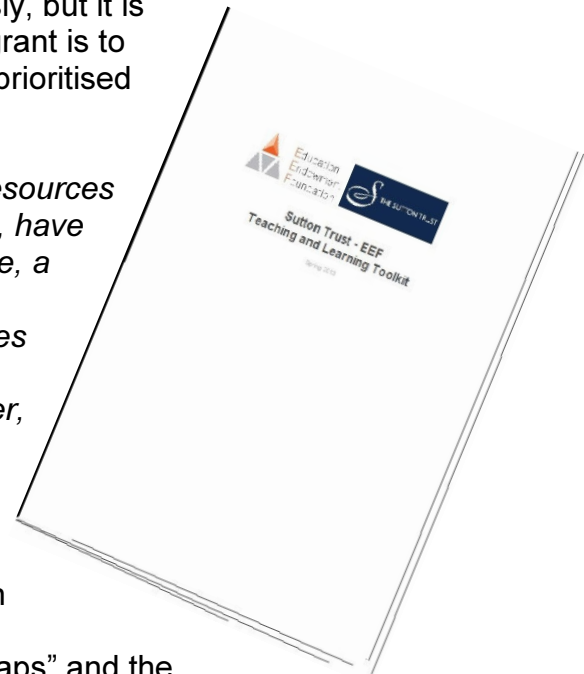
Identifying and prioritising educational interventions can involve a consideration and analysis of who the most disadvantaged groups are, their specific educational "gaps" and the identification of options. The next stage can be identifying the specific educational attainment needs of targeted pupils, (e.g. FSM pupils), through an analysis of where those pupils' attainment is behind the average or areas where those pupils do not have equal access to specific or general educational resources or experiences. One approach is to look at comparative data for the attainment of targeted pupils compared with the average by subject area.

Having identified the needs, it is good practice to examine different learning programmes and approaches proven to have impact on the specific attainment needs identified. This will help to identify options for Pupil Premium projects and activities and enable school leaders to select the best options based upon an evidenced based assessment of effectiveness and value for money.

The Teaching and Learning Toolkit

During the Inquiry, Robbie Coleman, Research and Communications Manager at the Education Endowment Foundation (EEF), was interviewed. The EEF, in association with The Sutton Trust, have produced a Teaching and Learning Toolkit, which can be used by schools to inform best practice nationally on the use of Pupil Premium and is available free on their website[3].

The EEF recommends that schools consider local and national best practice to evaluate the effectiveness of their use of Pupil Premium, considering internal data,

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[2] Clifton, J., and Cook, W. (September 2012), *A long division: Closing the attainment gap in England's secondary schools*
[3] http://educationendowmentfoundation.org.uk/toolkit

context and challenges, external data (the Teaching and Learning Toolkit is one way of benchmarking this) and qualitatively assessing its effectiveness in the context of the school. Attainment data alongside qualitative teacher evaluation should be used. The EEF is developing tools for evaluation of the Pupil Premium.

> *"Where schools spent the Pupil Premium funding successfully to improve achievement, they …drew on research evidence (such as the Sutton Trust toolkit) and evidence from their own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement"[4]*

Consideration should be given to the relative success of programmes, projects and approaches in the school in previous academic years and consider their impact against meeting the identified educational needs. Having a good system of project evaluation can be very helpful in identifying what works and what might be approached differently.

We suggest that there should be consultation on potential Pupil Premium projects and needs with stakeholders, including staff, parents, governors and with pupils also enabled to contribute ideas. In our evidence from the Borough Youth Forum we have heard examples from Burlington Danes Academy, where pupils were enabled to bid for funding and of surveys of governors at Larmenier & Sacred Heart school.

Meta-Analysis

National and international studies are useful sources to identify the highest impact approaches and to test local practice. A lot of these studies are based upon meta-analysis which can provide statistically significant analysis of the effectiveness of different approaches. Meta-analysis is a method of combining the findings of similar studies to provide a combined quantitative synthesis. The advantages of meta-analysis are that it estimates from a range of studies and should therefore produce more widely applicable results. In education research this can be valuable, as the results from small studies may not on their own be statistically significant. For example, the results of different but comparable interventions to improve low attaining students' learning in mathematics can be combined so as to identify clearer conclusions about which interventions work and what factors are associated with more effective approaches.

Supersynthesis

Supersynthesis is an attempt to look at meta-analysis results across different kinds of studies with a common population, so as to provide more general or comparative inferences. This approach is limited by the problems of effective comparability between different kinds of programmes and can therefore be more controversial. Some studies have attempted to synthesise the results from a number of existing meta-analyses. Some of these studies include quite broad and distinct educational

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[4] The Pupil Premium: How schools are spending the funding successfully to maximise achievement, Ofsted, February 2013

areas by directly combining results from identified meta-analyses (e.g. Hattie, 1992; Sipe & Curlette, 1997).

John Hattie has synthesized more than 800 meta-analyses and come up with some interesting findings. First of all, he concluded that most things in education 'work' as the average effect size is about 0.4. He then uses this to provide a benchmark for what works above this point. There are, of course, some reservations about this, as small effects may be valuable if they are either cheap or easy to obtain, or tackle an otherwise intractable problem and large effect sizes may be less important if they are unrealistic or if they cannot be replicated easily in classrooms. Despite its limitations, we believe meta-analysis can provide important research based evidence to support identification of different approaches to maximise attainment. We suggest that this kind of research based evidence should be used to review different approaches, although treated with some caution and approaches reviewed in the local classroom contexts.

Checklist:

✔ **Who are the key groups of pupils** who are identified as challenged / disadvantaged, including specifically, FSM pupils?

✔ **What are the educational attainment gaps** for these identified groups of pupils at different key stages? (i.e. what specific areas of educational attainment are these groups of pupils performing less well than the average for that key stage in the school?)

✔ **What different specific options have been identified** to boost attainment in these areas for each group of pupils identified? What is the evidence for highest impact?

✔ **To what extent are these specific options measurable?** To what extent can they give rise to projects that can be designed with outputs and outcomes that can be effectively measured?

✔ **What is the impact?** What specific impact criteria have been identified to compare and prioritise each of these options? (e.g the *potential gain* – the maximum approximate advantage over the course of a school year that an 'average' student might expect if this strategy was adopted), and specific defined educational attainment indicators such as tested evaluation or assessment).

✔ **What is the unit cost of each of the options?** eg how much will the project cost in respect of staff time and resources, in comparison to as if the project was not being delivered (including by exception and where appropriate, any significant direct savings).

✔ **What are the opportunity costs?** eg externalised financial and non-financial costs of the project, such as the loss of exposure to a mainstream classroom for a pupil receiving intensive tuition during class time.

✔ **What is the overall cost benefit assessment?** Weighing the costs against the benefits, how do you score and prioritise the projects? (e.g scored out of ten).

4. Planning the Approach

When the options for Pupil Premium projects have been identified, evaluated and selected and the budget allocated, the selected projects can be scoped around the selected options. This could include a brief description of what the project is, what it will be called, the aims and objectives of the project, a description of the main activities involved and what learning outcomes for the project are anticipated. Scoping should enable a more tangible reference for what the project is and what it aims to achieve and is an opportunity to discuss the project design with key staff involved in delivery of the project. Educational projects vary enormously in their size and scope, from one-off funding for a particular individual to a whole programme for a significantly sized group of pupils, but in principle, all projects should include some methodologically planned approach, albeit commensurate to the size and scope of the project or projects at hand.

Planning educational projects and interventions, whatever their scope, can be critical to focusing resources to make a measurable impact. We suggest that all Pupil Premium projects, along with other educational interventions, should include a minimum consideration of their aims and objectives, how the project will be delivered and what measurable indicators and outcomes there may be to see if it was effective. There are various approaches and methodologies used for project planning educational projects. In this report we are not assuming any particular methodology or framework, but are highlighting some particular planning stages which could be considered in planning. The level and detail of project planning will of course depend on the nature of the projects, but we suggest they should always include consideration of key elements. The purpose of planning is to make sure that the aims of the projects are understood, that all of the necessary resources are co-ordinated and to provide a design framework that can be measured and evaluated through to the end of the project.

As a minimum, we suggest that Pupil Premium project plans include the following key elements:
1. Design of the projects with specific aims and objectives, measurable performance measures, resource identification, timescales and risks for each project
2. Designation of project manager and project staff and other resources
3. Description of the delivery of the project and/or key milestones
4. Evaluation to measure impact and inform future practice.

For larger scale projects and programmes more in depth planning may be useful. We suggest, by way of an example, that planning may include the following key points:
1. **Introduction or background** to the project, why has it been commissioned and who commissioned it?
2. **Project manager**(s) and project staff
3. **Reporting arrangements** – identification of the reporting arrangements for staff, project managers, line managers, Head Teacher, school governors and any external stakeholders
4. **Aims and Objectives** of the project. (specific definition of what the aims and objectives are)

5. **When and where** (during what time period will the project take place and where will it take place?)
6. **Planned specific outcomes** of the project (eg to raise the attainment of the target group to a specified level). **Evaluation** of these should measure impact and inform future practice
7. **Stakeholders** (who the project is aimed at and who is involved)
8. **Equalities Impact Assessment** (an assessment and identification of the equality of opportunities issues and implications)
9. **Budget and Resources** (the budget and resources that are allocated to the project and brief explanation of how these are to be used / allocated)
10. **Communications** (how and what details of the project and the project outcomes are to be communicated and to whom)
11. **Health and Safety** (a consideration of the health and safety issues and any possible risks that may arise during the project)
12. **Risks** (an identification of the risks to the success of the project and how these may be mitigated)
13. **Timetable** (the timetable of each of the key stages of the project, start and finish)
14. **Schedule** – a detailed schedule of each stage of the project (if appropriate)
15. **Evaluation** to measure impact and inform future practice
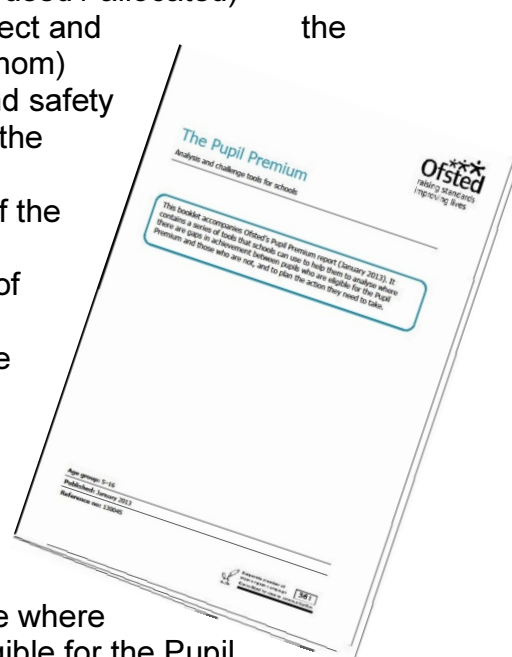
The Pupil Premium - Analysis and challenge tools for schools, published by Ofsted in January 2013 contains a series of tools that schools can use to help them to analyse where there are gaps in achievement between pupils who are eligible for the Pupil Premium and those who are not, and to plan the action they need to take.

Recommendation One: Analysis and Challenge Tools for Schools
That schools use the guidance on project identification and scoping for educational projects as a practical tool for the assessment and identification of the most high impact educational projects, including guidance on the scoping of the projects to help facilitate well honed, tangible projects and programmes, that are designed to be measured and assessed and which are focused upon the identified needs of identified groups of pupils.

In conjunction to the guidance and templates available to help identify and evaluate educational interventions, we suggest that schools also use standardised templates designed for the project planning of interventions. We believe that this could, in many cases, help to make sure that activities are planned around their specific educational objectives and help to structure the projects in a consistent and methodical way and in a way which helps develop measurable effectiveness, which can be useful to inform future practice.

Recommendation Two: Planning the Approach
That schools use an appropriately designed project plan template as a practical tool to project-plan Pupil Premium and other educational interventions, including a framework for evidence based quantitative and qualitative assessment against the project objectives, assessment of overall objectives, assessment of unplanned outputs and outcomes and external review.

It is important that the staff delivering the Pupil Premium project understand and own the project and project plan. If possible, they need to be directly involved in scoping and planning the project. Whatever the project is, no matter what the scope or how long it is, it is important that the objectives of interventions are kept in focus and that there is enough flexibility to review and if necessary, adapt, in order to meet the objectives. With longer term projects we would suggest a specific planned review period to review the project and evaluate how far it is delivering on the objectives. Evaluation of impact should be used to inform future practice to make sure the highest impact interventions are being funded and assumptions about this tested.

Checklist:

✔ Design of the projects with specific aims and objectives, performance measures, resource identification, timescales and risks

✔ Designation of project manager and project staff and other resources

✔ Description of the delivery of the project and indicators

✔ Evaluation of impact to inform future practice to make sure the highest impact interventions are being funded.

5. Examples from Practice

We suggest that, after there has been a consideration of the needs of disadvantaged pupils to narrow the attainment gap, there should be a consideration of the options to meet that need, for example, by identifying at least three different projects or approaches for each identified need. Examples from practice can help to inform a review of the options. The different ways in which the Pupil Premium grant is spent vary considerably. The *Toolkit of Strategies to Improve Learning – Summary for Schools Spending the Pupil Premium* and *The Teaching and Learning Toolkit* published by the Education Endowment Foundation and the Sutton Trust (May 2013) provide examples of ways in which schools are spending the grant, which can be used to consider different approaches. See:
http://educationendowmentfoundation.org.uk/toolkit

Ofsted also cite examples in the publication *The Pupil Premium: How schools are spending the funding successfully to maximise achievement*. In the autumn 2012 Ofsted inspectors visited 68 primary and secondary schools to see how effectively they were spending the Pupil Premium funding to maximise achievement. The report draws together some of the effective practice that inspectors saw, accompanied by a set of documents to help schools to analyse gaps in achievement and plan their actions effectively.

Pupil Premium in Hammersmith and Fulham

The Pupil Premium Scrutiny Inquiry has also examined examples of local practice in Hammersmith and Fulham schools and these case studies have been published in a related report: *The Pupil Premium: How Schools are Using the Pupil Premium in Hammersmith and Fulham*. For a copy of this report, please visit www.lbhf.gov.uk/scrutiny

Use of the Pupil Premium in Hammersmith and Fulham varies widely, with a broad mixture of academic and non-academic actions funded. The impact of some things may be more difficult to measure but are still considered worthwhile by the schools running them. During the Inquiry we interviewed Sylvia Howieson – Head Teacher of Langford Primary School. She spoke to us about some of the activities they are funding through the Pupil Premium grant. At Langford Primary School they focused Pupil Premium funding on three key areas: attainment, interest/experiences/nurturing talent and parental engagement/well being.

Attainment programmes included intervention groups of pupils made up of between 1-2 sub levels of progress within these groups, one-to-one tuition, English as a Foreign Language (EAL) groups, and phonics. Interest/Experiences/Nurturing Talent funded programmes included 'Let Me Cook', where pupils gained confidence and improved their speaking and listening skills within this club activity, parental engagement/well-being, a theatre trip for KS1 pupils (more than 50% of KS1 pupils had never been to the theatre before), drumming lessons for years 1 and 3, ballet – (pupils performed at the 'Langford's Got Talent' event), guitar lessons (2 out of 4 pupils continued with their guitar lessons beyond term 1) and a Gym Club. Parental Engagement/Well Being funded activities included family activities, massage therapy and nurture groups to pupils who require support with their relationships with others or following trauma (eg bereavement/ divorce).


At Larmenier & Sacred Heart Catholic Primary School the Pupil Premium budget was allocated in the following ways:

- additional teaching staff specifically to support Pupil Premium programmes for pupils' learning in core subjects and for social communication support (e.g. intervention groups)
- a cookery group which focuses on providing pupils with opportunities to apply their literacy and maths skills in practical, real life contexts
- a Design and Technology project group in Upper KS2 to engage pupils identified as benefiting from additional support to develop their self-esteem and emotional well-being
- staff Continuing Professional Development (CPD) focusing on maximising pupil progress through high quality learning and teaching, quality training for all teachers using Ofsted inspectors and consultants and CPD opportunities for teachers through involvement in the Hammersmith Teaching Alliance

- Information Communication Technology (ICT), the purchase of 30 iPads to support pupil learning within lessons
- an Outdoor Room, a dedicated space for group activities such as cookery, D&T and craft activities
- Extra-Curricular Enrichment Opportunities, including funding access to after-school clubs and opportunities for arts participation.

In 2012-13 the Burlington Danes Academy used the Pupil Premium to fund the following programmes:
- **Curriculum and Staffing** – years 7 and 8 nurture programme, an additional group for core and tutoring, reducing class sizes in years 7 -11, an additional Literacy teacher, a Literacy lead teacher and a Pupil Premium lead on the School Leadership Team, support staff for attendance and welfare, parent classes, The Sanctuary for vulnerable students every lunchtime, English as a Foreign Language (EAL) teaching.
- **Additional resources/Teaching Time** - resources to support learning, including hardware and software, intervention through the colour-coded groups in KS4 (eg resources for revision and immersion sessions directly linked to final examinations), additional English tuition, additional maths tuition, additional science tuition, curriculum enrichment (Gifted and Talented) eg Into University, 'debatemate', First Story, Life Classes, curriculum enrichment (other) eg marking stickers, textbooks, subsidised music peripatetic lessons, GCSE booster sessions holiday learning and associated materials.
- **Mentoring and Support** - early morning and lunchtime literacy mentoring and reading buddies/reading booster, peer mentoring literacy scheme, assertive mentoring for years 11 and 13, Breakfast Club, Homework Club, free healthy breakfast in exam season, Summer School for year 6, Jamie's Farm trips for years 7 and 9, Parent(s) Meetings with underachieving students in KS3.
- **Finance and Training** - financial support provided to allow students on FSM to access extra-curricular provision (e.g. history battlefields trip, Barcelona, theatre trips), incentives and rewards, Twilight Training for staff, Learning to Learn   programmes.
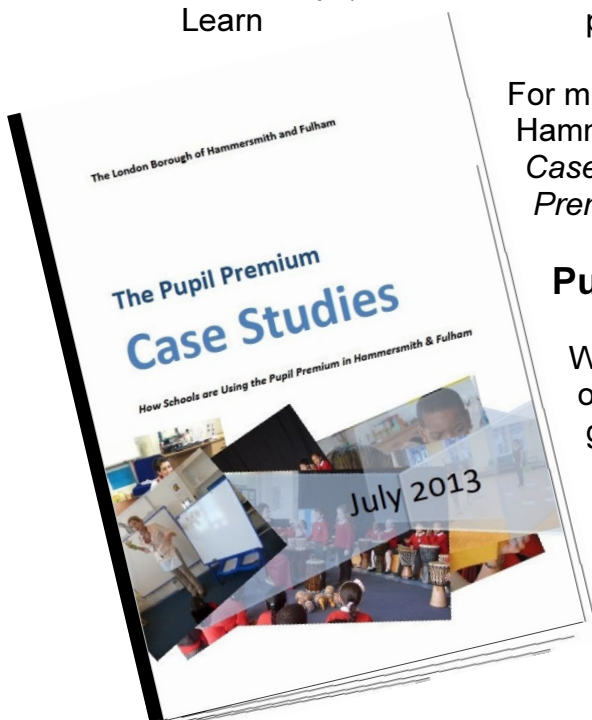
For more details of Pupil Premium programmes in Hammersmith and Fulham see *The Pupil Premium Case Studies: How Schools are Using the Pupil Premium in Hammersmith and Fulham*.

Pupil Premium Reports

We suggest that schools should identify evidence of impact for each approach before allocating the grant and for each area, evaluate the best project / approach based on comparative evidence.

One way to do this is for the Head Teachers to prepare a brief report which shows how the

areas of attainment need were identified, how the different possible projects / approaches for each were identified and how the best project / approach was evaluated against evidence and chosen.

This report may be for consideration, comment and review by the Head Teacher, a staff meeting, a School Governor meeting, and any other relevant meeting.
Such a report may be published on the school website to help publicise how the Pupil Premium programmes have been identified and how the Pupil Premium budget has been allocated accordingly.

Visible Learning

During the Inquiry, Debra Masters was interviewed regarding the work carried out by Professor John Hattie from University of Melbourne, Australia. Debra Masters has a background in primary and secondary teaching and has worked extensively with John Hattie. Ms Masters and the Visible Learning Plus team offer workshops in UK in partnership with Osiris Educational, working with schools and local authorities including the Hackney Learning Trust; the programme is called Visible Learning Plus. Visible Learning Plus is a professional development programme for teachers that explores how evidence can be used to create innovation in the learning environment. They also offer a number of tools including an online matrix and a feedback survey.

Professor Hattie's book *Visible Learning for Teachers* explains how to apply the principles of Visible Learning to any classroom anywhere in the world. It provides concise and user-friendly summaries of the most successful interventions and offers practical step-by-step guidance to the successful implementation of visible learning and visible teaching in the classroom. This book links the biggest ever research project on teaching strategies to practical classroom implementation and contains step-by-step guidance including lesson preparation, interpreting learning and feedback during the lesson and post lesson follow up.

6. Evaluation and Impact

Evaluation of Pupil Premium programmes and projects are essential to understanding what works and what is less successful in raising attainment and making sure that the Pupil Premium budget is allocated effectively. It is when teachers and school leaders *start* a project with the mind frame that they are evaluators of their impact that the students gain the most benefit.Evaluation of impact should inform practice. We suggest that projects should be evaluated at least at the beginning, middle and end of the project; that is an evaluation of the project itself, what it aims to achieve, how the project is being delivered against its objectives and at the end, an evaluation of how well the project achieved its objectives.

> *"I would be asking up front – what is the starting position of this student, what are the anticipated success criteria (relative to this starting point), and then evaluate the process of moving from the starting to the end point – and then asking the two key questions: a. What evidence is provided to demonstrate impact of the program/teachers on the students gain, and b. What is the school doing in light of this evidence? This feedback loop WHILE the*

program is working is the key – the response to intervention model, the degree of implementation model, the teacher as evaluator"

Professor John Hattie

The need for proper evaluation is something that is worth considering when designing a project; making sure that the project is not only framed around the identified needs of the pupils, but designed with tangible outputs and outcomes that can, as far as possible, be objectively measured. It is not always possible to measure very worthwhile enterprise, but we suggest that the extent to which it is possible to design a project with outputs and outcomes that can be measured is an important consideration in whether it is a worthwhile use of the Pupil Premium grant.

There are different methodologies for project evaluation and schools use different evaluation frameworks. As a minimum, we suggest that an evaluation should include consideration of the original aims and objectives of the project, the extent to which the project has achieved its defined output targets, an impact assessment, including any other impacts (positive and negative) and an evaluation of any outcomes so far.

Mid-term Evaluation

The mid-term project review is an opportunity to consider how the project is running. This will include an assessment of progress against key milestones, a general overview of progress and, if possible and appropriate, an interim measure of the pupil's attainment progress.

A mid-term evaluation will help to assess how well the project is running and the progress so far and help to identify if any changes are required to be made in the approach. Whether the progress so far is on target, above target or below expectations, it is a good opportunity to reflect upon the reasons why. It is also a good opportunity to reassess the risks to the project and ways in which these could be mitigated before completion.

Final Evaluation

Evaluation is an important aspect of any intervention, no matter what the nature or scope or length of an activity. At the end of the project or activity it is important to make sure that there is a planned review and evaluation, involving those involved in managing the project and any other relevant persons involved in the management and governance of the project. Where feasible and appropriate, this activity could also involve the pupils or parents.

We suggest that there should be evaluation for each activity and each project where there is an overall programme of activities, as well as an overall evaluation of the programme. Evaluation needs to consider to what extent the project has achieved its planned objectives, as well as any other positive or negative outcomes and indicators. This should include reference back to the specific planned objectives, as well as an overall assessment.

It is important that evaluation is as objective as possible, as this will make it clearer what the project has achieved and make the evaluation more useful, particularly in informing future projects and activities. If possible, some kind of external review process may be useful and at the very least, evaluation should include someone who was not directly involved. It is important to note that there are a whole host of reasons why a project may not achieve what it set out to achieve and it may be counterproductive to see evaluation as a judgment on those involved in running a project. The most important thing is that there has been a clear attempt to set ambitious yet realistic objectives to plan the use of resources around these and that there is an objective assessment of how well this has worked.

It is important that evaluation is based, as far as possible, on objective criteria, rather than relying on value judgements. This comes back to how well-honed the project targets were at the beginning. Ideally, any project will have sufficiently ambitious objectives that the project will not achieve all of the objectives set at the beginning.

Recommendation Three: Assessment
That schools use guidance and an evaluation framework template as practical tools for the assessment of Pupil Premium and other educational projects, including a framework for evidence based quantitative and qualitative assessment against the project objectives, assessment of overall objectives, assessment of unplanned outputs and outcomes and external review.

The Pupil Premium - Analysis and challenge tools for schools, published by Ofsted in January 2013 contains tools that schools can use to help evaluate projects.

Checklist:

✔ Planned objectives and indicators to evaluate against

✔ Evaluation of delivery against objectives and indicators

✔ Final evaluation of effectiveness to inform future practice

7.   Governance

We believe that school governing bodies should be directly involved in Pupil Premium funding and the challenge and evaluation of Pupil Premium funded programmes. School governors are key to school leadership and accountability for driving up performance of the most challenged pupils to narrow the attainment gap.

School governors play a central role in:
- driving school improvement,
- driving up attainment of underachieving, deprived and challenged pupils
- effective budget allocation, including the Pupil Premium grant
- contributing to school policy development and review
- monitoring of educational outcomes
- evaluation of educational programmes and specific projects, including Pupil Premium projects
- providing constructive challenge and accountability.

We believe that it is important that school governors are able to take a strategic overview of the Pupil Premium programme and to take an active role in the identification of the most effective Pupil Premium projects to raise attainment for the most challenged or deprived pupils. This includes a review of the evaluation and effectiveness of the Pupil Premium projects during and at the end of the academic year, to be able to steer the use of the Pupil Premium resources towards the most effective educational interventions and to take an evidenced based approach to deciding what works and what is less effective.

The most practical way of doing this, as a minimum, is for the Head Teacher to present a report to the whole school governing body at least twice a year on the Pupil Premium, in addition to detailed consideration by the relevant finance and curriculum sub-committees. A report before the beginning of the academic year could focus on the identification of the most challenged or deprived pupils towards whom the projects should be focused, the identification of the educational needs and the most effective educational intervention projects and methodologies. A report during the academic year could provide an interim update to governors on the evaluation of progress and effectiveness of the programmes mid-year and a report at the end of the academic year could provide a review of the evaluation of the effectiveness of the programmes and inform future practice.

Although these are matters which may often be usefully referred for detailed consideration to committees of the school governing body, such as a sub-committee dealing with finance and a sub-committee dealing with attainment, we believe that it is important that the whole school governing body also takes an overview of the allocation of the Pupil Premium grant and the effectiveness of the use of the grant.

Recommendation Four: Governance

That schools involve all school governors in identification, challenge and evaluation of Pupil Premium programmes, including consideration of a Pupil Premium report at their main governing body, as well as their curriculum and finance committees (and any other relevant committees), at least twice a year:
- to review the identification of pupil premium projects and methodology against the educational attainment needs of FSM or other identified groups of challenged pupils before the beginning of the academic year and
- to review the evaluation and effectiveness of pupil premium projects and the overall Pupil Premium programme during and/or at the end of the academic year.

How inspectors evaluate schools' use of the Pupil Premium

"Members of the governing body are involved in making decisions on how to use the funding. Clear reports from the headteacher mean governors have an accurate understanding of the difference that the school's actions are making to pupils who attract Pupil Premium funding".

Chris Wood, Her Majesty's Inspector, Ofsted

To help reinforce school governors in their roles on the strategic direction, review, evaluation and constructive challenge, we propose that training for governors be included in the Council's offer to schools training programmes provision.

Recommendation Five: Pupil Premium Training for School Governors

That the Council include training for school governors on their role in overseeing Pupil Premium and other educational projects and programmes to raise attainment, including the key stages for strategic overview, project identification and budget allocation, mid-term review, external review and project evaluation and assessment, as part of its catalogue of services for school's purchased provision.

Checklist:

- ✔ report to the main school governing body for Pupil Premium project identification and grant allocation

- ✔ report to main school governing body on the evaluation of Pupil Premium programmes to help inform future practice

- ✔ training delivered to school governors on Pupil Premium identification and evaluation

8. Conclusion

Ofsted have published reports on their findings of how schools are using the Pupil Premium to raise attainment for disadvantaged pupils, highlighting some key strengths and weaknesses. *The Pupil Premium: How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils*, published in September 2012 was based upon a survey of 262 school leaders. The follow up report, published in February 2013, was based upon Ofsted inspections into 68 primary and secondary schools in the autumn 2012. We have referenced some of the key findings in this report.

We have considered the overview of Pupil Premium programmes from the identification of needs, project identification and grant allocation, and evaluation and referenced key source documents and put forward recommendations to inform practice throughout this process.

In their key findings, Ofsted commented that "*Where schools spent the Pupil Premium funding successfully to improve achievement, they …drew on research evidence (such as the Sutton Trust toolkit) and evidence from their own and others' experience to allocate the funding to the activities that were most likely to have an impact on improving achievement*". We have proposed that schools use the

guidance on project identification and scoping for educational projects to schools as a practical tool for the assessment and identification of the most high impact educational projects (Recommendation 1).

Ofsted commented that "*Where schools were less successful in spending the funding, they …had a lack of clarity about the intended impact of the spending*" and "*did not have a good performance management system for teaching assistants and other support staff*". We have proposed that schools use an appropriately designed project plan to help plan and performance manage resources and effectiveness (Recommendation 2).

Ofsted said that "*School leaders, including governing bodies, should evaluate their Pupil Premium spending, avoid spending it on activities that have little impact on achievement for their disadvantaged pupils, and spend it in ways known to be most effective*". We have proposed that schools use the guidance and an evaluation framework to heed the assessment of Pupil Premium projects (Recommendation 3).

In their report, Ofsted said that "*Where schools were less successful in spending the funding, they …did not have governors involved in making decisions about the Pupil Premium, or challenging the way in which it was allocated*". We have proposed that all school governors have the opportunity to be involved and consider a pupil premium report at their main governing body, as well as their curriculum and finance sub-committees (and any other relevant subcommittees), at least twice annually (Recommendation 4).

We have also proposed that the Council include training for school governors on their role in overseeing Pupil Premium in order to help re-enforce their role in providing strategic leadership and oversight (Recommendation 5).

During our research we have surveyed local school websites for their statements on how they are using the Pupil Premium grant. From September 2012 it has been a statutory requirement for schools to publish online:
- the amount of Pupil Premium received in the current year
- details of how it is intended the allocation will be spent
- details of how the previous year's allocation was spent
- the effect of this expenditure on the educational attainment of the disadvantaged pupils who attract it.

We noticed that whilst most schools now publish this information online, there are still some schools that appear not to do so. In addition to our main recommendations, we suggest that schools make sure that they publish how they are spending the Pupil Premium and review their statements to make sure that they include all of the above.

In conjunction with this report, we have also published more detailed findings of current practice in The Pupil Premium Case Studies: How Schools are Using the Pupil Premium in Hammersmith and Fulham. We hope that these reports provide a useful reflection on current practice.

Recommendations

Recommendation One: Analysis and Challenge Tools for Schools
That schools use the guidance on project identification and scoping for educational projects as a practical tool for the assessment and identification of the most high impact educational projects, including guidance on the scoping of the projects to help facilitate well honed, tangible projects and programmes, that are designed to be measured and assessed and which are focused upon the identified needs of identified groups of pupils.

Recommendation Two: Planning the Approach
That schools use an appropriately designed project plan template as a practical tool to project-plan Pupil Premium and other educational interventions, including a framework for evidence based quantitative and qualitative assessment against the project objectives, assessment of overall objectives, assessment of unplanned outputs and outcomes and external review.

Recommendation Three: Assessment
That schools use guidance and an evaluation framework template as practical tools for the assessment of Pupil Premium and other educational projects, including a framework for evidence based quantitative and qualitative assessment against the project objectives, assessment of overall objectives, assessment of unplanned outputs and outcomes and external review.

Recommendation Four: Governance
That schools involve all school governors in identification, challenge and evaluation of Pupil Premium programmes, including consideration of a Pupil Premium report at their main governing body, as well as their curriculum and finance committees (and any other relevant committees), at least twice a year:
- to review the identification of pupil premium projects and methodology against the educational attainment needs of FSM or other identified groups of challenged pupils before the beginning of the academic year and
- to review the evaluation and effectiveness of pupil premium projects and the overall Pupil Premium programme during and/or at the end of the academic year.

Recommendation Five: Pupil Premium Training for School Governors
That the Council include training for school governors on their role in overseeing Pupil Premium and other educational projects and programmes to raise attainment, including the key stages for strategic overview, project identification and budget allocation, mid-term review, external review and project evaluation and assessment, as part of its catalogue of services for school's purchased provision.

Witnesses

The Scrutiny Inquiry has received oral and written evidence from the following witnesses:

Bernadette Alexander – Bi –Borough Head of Looked after Children, the London Borough of Hammersmith and Fulham

Councillor Helen Binmore – Cabinet Member for Children's Services, the London Borough of Hammersmith and Fulham

Ms Helen Cross - Bi-Borough 14-19 Adviser, the London Borough of Hammersmith and Fulham

Mr Robbie Coleman – Research and Communications Manager at the Education Endowment Foundation

Professor John Hattie - Professor of Education, University of Auckland, New Zealand

Mr Ian Heggs – Tri-Borough Director for Schools Commissioning, the London Borough of Hammersmith and Fulham

Sylvia Howieson - Headteacher of Langford School, Hammersmith and Fulham

Councillor Donald Johnson – Chairman of the Education and Children's Services Select Committee, the London Borough of Hammersmith and Fulham

Debra Masters – Director, Visible Learning Plus, Cognition Education Ltd, Auckland New Zealand

Mr Tony Porter – Interim Bi-Borough Head of Commissioning, School Standards, the London Borough of Hammersmith and Fulham

Mr Andy Rennison – Assistant Director of Schools' Funding and Capital Programme, the London Borough of Hammersmith and Fulham

Mr Ian Turner – Project Manager, the London Borough of Hammersmith and Fulham

Professor Dylan Wiliam – Emeritas Professor of Education Assessment, the Institute of Education, University of London

Mr Chris Wood – Her Majesties Inspector Advisor, Challenge and Analysis, Ofsted

The Chairs Forum – a committee of the Chairmen of school governing bodies in Hammersmith and Fulham

Borough Youth Forum - a forum of young people from Hammersmith and Fulham, appointed to represent young people

Acknowledgements

Useful Resources for schools

Internet resources:

Elaine, M. and Catherine, H. (2011). *Pupil Premium: A simple Guide for LAC*, October, 2011, Manchester City Council, www.manchester.gov.uk.

Consultation on School Funding 2011-12: Introducing a Pupil Premium, Department for Education, www.education.gov.uk.

Governor Dashboard (2012) – Self Valley Primary School, National Governors' Association and Wellcome Trust, May, 2013, www.fft.org.uk.

Steve, H., Dimitra, K., and Robert, C. (2011). *Toolkit of Strategies to Improve Learning – Summary for Schools, Spending the Pupil Premium,* CEM Centre, Durham University, The Sutton Trust, May, 2011, http://www.suttontrust.com/research/teaching-and-learning-toolkit/

Steve, H., Dimitra, K., and Robert, C. (2012). *The Teaching and Learning Toolkit – Technical Appendices*, CEM Centre, Durham university, The Sutton Trust – EEF, July, 2012, http://educationendowmentfoundation.org.uk/toolkit/

The Pupil Premium: *How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils,* Ofsted, September, 2012, www.ofsted.gov.uk/resources/120197.

The Pupil Premium: *Analysis and challenge tools for schools*, Ofsted, January, 2013, www.ofsted.gov.uk/resources/130045.

The Pupil Premium : *How schools are spending the funding successfully to maximise achievement*, Ofsted, 2013, www.ofsted.gov.uk/resources/130016.

Teaching and Learning Toolkit, The Sutton Trust – EEF, Spring, 2013, http://educationendowmentfoundation.org.uk/toolkit/.

Publications:

Bass, J. (2012), *When Can You Trust the Experts?: How to Tell Good Science from Bad in Education*, Daniel T. Willingham, 14 August, 2012)

Clifton, J., and Cook, W. (September 2012), *A long division: Closing the attainment gap in England's secondary schools*

Hattie, J. (December 2011), Visible Learning for Teachers: Maximising Impact on Learning Routledge (13th December 2011)

Hirsch, E. D. (2006), The Knowledge Deficit – Closing the Shocking Education Gap for American Children

Stanovich P. J. and Stanovich K. E. (2012)*, Using Research and Reason in Education*, CreateSpace Independent Publishing Platform, 13 December, 2012

Michael Carr
Governance and Scrutiny
The London Borough of Hammersmith and Fulham

September 2013

www.lbhf.gov.uk/scrutiny