

What should schools do to improve the chances of disadvantaged pupils?

Every school is different and should seek ways forward where strategies are shaped to fit the demographic, capacity, and financial constraints specific to their case. There is a wealth of information available with suggested ways in which schools could ensure that the pupil premium grant is used well. Here, are 49 strategies which have the potential to help **all pupils** in your school make better progress. **Disadvantaged pupils** have most to gain if applied well. Some are in the form of a broad oversight, others are quite specific.

	Strategy	Where from/Good examples
1	Strengthen the link between the pupil premium and teaching; high-quality first teaching is the most powerful driver of educational equity.	Sir Kevan Collins
2	Ensure that your governors and staff understand that it is legitimate to spend the pupil premium grant for recruitment & retention purposes.	Sir Kevan Collins and the All-Party Parliamentary Group for Social Mobility
3	Collaborate with other schools and share strategies.	Sir Kevan Collins and the NAHT's Accountability Commission
4	Ensure your Pupil Premium Strategy is fit for purpose; ensure it speaks to the necessary audiences and is tightly focussed. Make sure that the strategy has involved stakeholders.	
5	Re-focus intervention into KS3 and, where possible, even KS2. This takes a great leap of faith when schools are measured on the "here-and-now" Yr11 cohort. Stealthy shifts with full backing from governors are recommended. Stop the gaps opening instead of trying to close them.	Generic advice & many schools.
6	Use the EEF toolkit	
7	It seems very obvious, but schools who are secure in terms of data collection and interpretation, including setting targets do better than schools where there are inconsistencies, gaps or naïve approaches. It is worth investing time and money to ensure that this aspect of school functions perfectly-for all pupils.	NFER research.
8	Stop scoring own goals. <i>"Senior leaders in more successful schools said that deciding to alter or stop strategies that were proving ineffective was as important as deciding to adopt them in the first place."</i>	Quote from "Supporting the Attainment of Disadvantaged Pupils: Articulating success & good practice" (NFER, Nov'15)
9	Ensure that all teachers understand the minimum core routine expectations for T&L in class. The school policy should focus on strategies to support and challenge all pupils but place disadvantaged pupils at the forefront of planning. Train your staff in what this looks like and develop handbook tools for reference. <u>Consider</u> strategies such as marking PP books first or using questioning to target PP.	Cardinal Heenan CHS , Liverpool <i>"FIRST-CLASS"</i>
10	Critically review how you work with parents and help PP develop strategies where they can study beyond school.	EEF: Working with Parents Guidance Report
11	Ensure that you have a strong PSHCEE curriculum that teaches pupils about their choices and responsibilities. Incorporate metacognition into the programme. Don't leave this important curriculum to chance or the delivery to outsiders.	http://www.bromleyeducation.co.uk/ https://www.innerdrive.co.uk/improve-metacognition/
12	Have a universal system of data desk mapping (maybe commercial product); use this information to initiate 1v1 professional discussions with your teachers about classroom layout, context and the effective organisation of their classrooms. Be explicit about minimum expectations.	MINT Class Class Charts EduLink1 Mega Seating Plan Click School
13	Maintain breadth in the curriculum-particularly in KS3. It's better to have a super-charged teacher of Greek who can motivate pupils than a non-specialist teacher of science just to fulfil a notional time allocation.	
14	Strategically deploy your best teachers to classes with higher proportions of PP. Some say that it's only "the best of the best" that can reach PP. Who are your Top Guns ?	
15	Develop multi approaches to pupil responsibility such as prefects, library prefects, guardian angels, etc. with badges and a rewards system that show the school values pupil support. Ensure that PP students are represented properly among this cohort. Specifically target PP early so that they are not overwhelmed by any application process. Develop and use a school rewards system that creates a sense of pride in achievement among all pupils.	St Mary's CHS, Leyland

16	Develop E-Systems for pupil and parent voice and general communication. Parental engagement with parents of disadvantaged pupils is hard.	Typeform online questionnaire tool SZapp School Communication App
17	Ensure that you have a strong CEIAG curriculum that inspires pupils and is designed to motivate disadvantaged pupils.	Cardinal Heenan CHS, Liverpool
18	Campaign relentlessly to improve attendance. Use week-to-week mapping to build up a data base of information that allows for predictions of weekly falls so that intervention is possible.	St Edmund Arrowsmith, Whiston, Ark Charter Academy
19	Buy in specialists in areas beyond the expertise of teachers and TAs such as: Mental Health Workers Speech & Language therapists Educational Psychologists Phonics Tutors Maths & English small groups leaders	Westminster Academy, London
20	Use performance management to underscore the importance of focussing on disadvantaged pupils. This does not infer that data targets are required. Focus more on the development of wider strategies that support progress for disadvantaged pupils.	Sir John Dunford
21	Meet parents off site in a setting such as an ASDA or TESCO coffee shop. Set this up as a regular venue to break down barriers.	Parklands Academy, Chorley
22	Have a very high focus on the development of literacy in KS3. e.g. Implement a course in expressive writing for KS3 pupils. Develop reading improvement strategies.	St Cuthbert's CHS, St Helen's, Ark Charter Academy
23	Encourage your staff to become proficient with visualisers. This can support your well-being agenda in relation to marking loads as well as ensuring pupils feedback is accurate, timely and motivating	HUE HD USB camera for Windows & Mac
24	Employ primary school specialist teachers who are skilled in the development of literacy and numeracy. Use them extensively at the cross-phase juncture and to train teachers.	Blessed Trinity RCC, Burnley
25	Ensure there is complete buy-in from all staff into your Pupil Premium Strategy. In its creation, allow stakeholder involvement and include the difficult discussion about whether to inform disadvantaged pupils that they are PP or not. (Positives both ways!)	
26	Many studies find that pupils from disadvantaged backgrounds struggle to access computers and the technology needed to participate in remote learning. Ensure that PP have access to the technology they need to participate in remote learning.	
27	Are there other potential barriers that prevent pupils from participating effectively in remote learning, e.g. having a quiet space at home to undertake study. Prioritise those pupils for face-to-face learning including tutor support.	
28	Schools should monitor and evaluate the impact of blended and remote learning on groups of pupils, including those from PP. Use the findings of monitoring and evaluations to identify and remove barriers to participation and to ensure equality of outcomes. This might include providing targeted support to groups of pupils, making changes to how provision is organised, and identifying and sharing evidence about how technology supports particular pupils or groups of pupils.	
29	Establish alternative, & personalised curricula for disadvantaged pupils with PA. Put the best teachers with these classes. Ensure that these programmes result in post 16 study/employment (i.e., no NEET)	La Retraite, RC Girls' School, London + others
30	Create an extra class in core subjects in Yr11 using the PP grant hence reducing class sizes. Dedicate your 'best of the best' staff to teach high proportions of PP.	 Millfield High School, Thornton, La Retraite, RC Girls' School, London and Cardinal Heenan CHS, Liverpool
31	Ensure there are no gaps in representation on sports teams, drama clubs, musical societies, trips and visits with proportions of PP matching school/cohort percentages.	La Retraite, RC Girls' School, London + others
32	Train <u>all</u> governors in issues surrounding the needs of disadvantaged pupils. Ensure that the progress of PP (academic progress, attendance, exclusions, involvement in responsibilities and the development of cultural capital) is regularly discussed and mapped against NPP in school and where possible, nationally.	
33	In schools with high proportions of PP, develop extensive lines of pastoral provision to ensure that needs of PP are catered for.	La Retraite, RC Girls' School, London, St Cuthbert's CHS
34	Appoint dedicated PP leaders in core and large faculty areas.	Millfield High School, Thornton

35	Establish an “attendance bus” as a pick-up facility for PA. Set targets such that these pupils have time-limited access to the facility.	Several schools
36	Issue Yr7 pupils with a questionnaire about their cultural experiences (concert visits, museum visits, city centre visits, holidays abroad). Use this as a starting point to map out a 5-yr plan of cultural learning to cover shortfalls.	Cardinal Heenan CHS, Liverpool
37	Use questionnaires with PP to regularly find out what they need, how they are interacting with the myriad aspects of school and to help them refocus to move forward. If possible, involve governors in this process. Many disadvantaged pupils come under tremendous pressures. Schools that look beneath the surface often perform better.	St Mary’s CHS, Leyland
38	Set up outstanding “pre-learning” and “over-learning” opportunities which focus on vocabulary acquisition.	Daniel Sobel https://inclusionexpert.com
39	Develop on-site provision for referrals so that disadvantaged pupils are not excluded.	Parklands Academy, Chorley
40	Catholic schools frequently (but not uniquely) exhibit a sense of care around vulnerable and disadvantaged pupils that promotes values allowing individuals to become fully human and fulfil their potential. Some Catholic schools do it better than others.	St Cuthbert’s CHS, St Helens
41	Create a post for the development of Oracy. Develop expertise to train teachers how oracy can be developed every lesson. Explicitly develop opportunities for oracy in from time such as via a programme of spoken prayer.	La Retraite, RC Girls’ School, London
42	Establish outstanding pre-school breakfast provision which encourages PP to get to school early.	Many schools
43	Arrange bespoke parents’ information evenings aimed solely at parents of disadvantaged pupils; create the climate such that attendance is high (dress-down, refreshments, low-key discussions etc)	St Gregory’s CHS, Warrington
44	Involve PP in their own book scrutiny with good examples available as model/target standards for presentation etc. This can be very time consuming, especially with termly follow up work. However, early adoptions report success.	Cardinal Heenan CHS, Liverpool
45	Develop a <u>whole school</u> system for the loan of school equipment (e.g., stocked pencil case).	St Mary’s CHS, Leyland
46	Ensure that full exposure to the school’s approach to PP is given during new teachers (NQTs, RQTs and teachers new to the school) induction.	
47	Promote ever improving “Attitudes to Learning” (ATLs) among pupils	St Cuthbert’s CHS, St Helens
48	In conjunction with all staff, develop and promote post-school provision enabling pupils to complete own-learning tasks; involve all staff using a roster style approach with explicit aims for the sessions.	Several schools.
49	Set up pioneer <u>peer-to-peer</u> tutoring based around literacy and numeracy. Extend the programme after using a few low-risk pupils to kick start things.	
Be creative....		
50	Road bike for a year 7 pupil falling behind (£250) A nutritionist for a lethargic year 5 student (£120) Maths tutor for a year 10 pupil who has gaps in learning (£1,200) Curriculum adaptations for pupils in year 10-11 (£500)	https://inclusionexpert.com/how-should-schools-spend-the-pupil-premium/