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Monitoring the money!

How the role of the SBM is essential
in the effective use of pupil premium

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Key messages

- Whole school collective strategy linked to high aspirations
- Impact driven cycle, which is rigorously evaluated by a PPG team
- **Additional** funding used to impact pupil outcomes



Research based evidence

- EEF – toolkit

<https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit>

- DFE - Case studies

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_-_briefing_for_school_leaders.pdf

- ISBL

<https://isbl.org.uk/News-and-Forums/Blog/18-May-2018-Are-you-maximising-the-impact-of-your-Pupil-Premium-grant.aspx>

- Pupil premium awards

<http://www.pupilpremiumawards.co.uk/ppawards2017/en/page/home>



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Effective planning and monitoring

- What is your schools current PPG strategy? Do you have one? Is it clear?
- Who is involved in tracking the effective use of PPG funding?
- What is your role?



Fundamental question

- How to invest the pupil premium when there is no 'one size fits all'



Relationships

- Ability to question without assumptions or excuses
- Ability to draw on the wider picture including local and national benchmarking
- Ability to identify patterns and question the value verses impact of provision



Taking an evidenced based approach

Self evaluation and self review

- Where is the current performance compared with national non-disadvantaged pupil performance?
- What are the barriers to learning for disadvantaged pupils in your school?
- What would success look like?
- What are you currently doing? *How does your spending link to the barriers and desired outcomes?*
- Improving your approach
- Review your approach



Desired outcomes

After identifying barriers to learning, the school needs to decide on the desired outcomes of these interventions, and identify success criteria for the targeted pupils, before choosing appropriate strategies. The desired outcomes could be associated with the following:

- Improving attainment
- Reducing gaps
- Improving attendance
- Accelerating progress
- Reducing exclusions
- Improving behaviour
- Improving family engagement
- Developing specific skills and qualities
- Extending opportunities



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Reflections

5. Review of expenditure				
Previous Academic Year			Lessons learned may be about impact or implementation.	
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
			For approaches that did not meet their success criteria it is important to assess whether you will continue allocating funding and if, so, why.	
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
iii. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost



Reflection

- What impact can you have this week?
- What impact can you have by the end of term?
- What impact can you have over the next academic year?



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