

General characteristics of a well-spent Pupil Premium

Proper analysis of where pupils are underachieving and why.

Good use of research evidence, including the Sutton Trust's Toolkit, when choosing activities.

Focus on high quality teaching, rather than relying on interventions to compensate.

The best teachers lead English/maths intervention groups.

Frequent use of achievement data to check effectiveness of interventions. School adjust techniques constantly, rather than waiting until after the intervention.

Systematic focus on clear pupil feedback and advice for improving their work.

Designated senior leader has clear overview of the funding allocation.

All teachers are aware of their Premium children so they can take responsibility for progress.

Strategies are available for improving attendance, behaviour or family links if these are an issue.

Performance management of staff includes discussions about Premium children.

General characteristics of a poorly-spent Pupil Premium

A lack of clarity about intended impact.

Indiscriminate spending on teaching assistants.

No monitoring of quality/impact of interventions.

An unclear audit trail.

Focus solely on pupils attaining the Level 4 benchmarks (and not any higher).

Pupil Premium is spent in isolation and is not part of school development plan.

School compares performance to local, not national, data.

Pastoral work is not focused on the desired outcomes for pupils.

Schools cannot present evidence to show whether work had been effective.

Governors are not involved in taking decisions.