



Pupil Premium

Using the Pupil Premium for learning outside the classroom

Purpose of this paper

To collate and provide guidance from OFSTED and Government ministers on the use of the Pupil Premium for supporting learning outside the classroom (LOtC); and how OFSTED may ask questions of schools & governors as to the use of their Pupil Premium funding.

Introduction

The Pupil Premium was introduced in April 2011 for those pupils receiving Free School Meals. In 2012/13 it was set at £619 per pupil and rose to £900 per pupil in 2013/14. The Pupil Premium will increase to £1,300 per pupil for primary school children and £935 per pupil for secondary school children.

There is a separate part of the funding available for children of service personnel set at £250 for 2011/12, and another stream for Looked After Children (LAC).

As the scale of Pupil Premium funding increases, so too does the accountability for schools. Schools will need to account for the effective use of the funding. School performance tables (Raise online) now include an indicator to show attainment and progress of those eligible for the Pupil Premium. Nick Clegg MP (Deputy Prime Minister) has stated that Ofsted will be “looking forensically” at the effectiveness of schools’ Pupil Premium funding. However, schools are not being told how to spend Pupil Premium, and the Department for Education has stated: “We believe that schools should be free to decide how best to do this, including how to determine and describe the impact”.

Schools therefore need to make informed decisions about the strategies they use, making use of the growing research data available.

This paper has been written to give schools confidence that the Government advocates the use of the Pupil Premium for LOtC activities; and signposts to resources making the case for LOtC, proving the benefits in terms of attainment; achievement; behaviour; attendance; engagement; wellbeing and personal, social and emotional development.

OFSTED and Government ministers' statements re the use of Pupil Premium

OFSTED report: The Pupil Premium

How schools are using the Pupil Premium funding to raise achievement for disadvantaged pupils. Published: September 2012. Reference no: 120197.

<http://www.ofsted.gov.uk/resources/pupil-premium>

Extracts:

“A third of schools had used Pupil Premium funding to subsidise or pay for educational trips and residential visits.”

“Schools also commonly said that they used the Pupil Premium to provide a wider range of curriculum opportunities and/or to ensure that money did not become a barrier to equality of access to an enhanced curriculum.”

Ensuring that pupils have equal access to the curriculum:

“Many schools had used the Pupil Premium to fund additional curriculum opportunities. Some of these were targeted at disadvantaged pupils, but some were for all pupils. Some schools provided financial assistance in those circumstances where money might be a barrier to equality of access.

- Inspectors saw little evidence of a strong focus on the Pupil Premium by governors or managing committees.
- In just over two fifths of schools the governing body was said to monitor the use of Pupil Premium through general discussion at committee level and in response to headteacher and staff reports. However, nearly one third of primary schools and a quarter of non-mainstream schools said that the governing body or managing committee currently had only limited or no specific focus on the Pupil Premium spending”.

Annex A: Examples of Pupil Premium spending breakdowns provided by schools: Use of funding includes subsidised educational visits.

OFSTED report: Inspecting Safeguarding

Published: September 2012. Reference no: 090205

Extract from page 5:

6. “Safeguarding is not just about protecting children from deliberate harm. It includes issues for schools such as:
 - pupils' health and safety
 - bullying, including cyber-bullying (by text message, on social networking sites, and so on)
 - racist abuse
 - harassment and discrimination
 - use of physical intervention
 - meeting the needs of pupils with medical conditions
 - providing first aid

- educational visits.”

Comment: Please ensure that EVC & governors are prepared to show OFSTED evidence of LOtC, including Evolve (or other LOtC management tool) and any displays of evidence of your range of visits.

Extract from DfE website:

<http://www.education.gov.uk/schools/pupilsupport/premium/b0076063/pp>

“From September 2012, we will also require schools to publish online information about how they have used the Premium”.

OFSTED report: Example comments regarding use of the Pupil Premium for LOtC

Benwick Primary School (Fenland, Cambridgeshire) 28 April 2014

“Pupil premium funding has been used effectively to provide well trained staff to deliver one-to-one support and specialist resources. Funding is also used to make sure that all pupils can take part in all school events, which demonstrates the school’s commitment to equal opportunities. Several pupils happily described the pleasure they had in taking part in residential visits. These actions have resulted in these pupils closing the gaps between themselves and their peers.”

“The primary sports funding has been used to provide specialist teaching and to provide a greater range of sporting opportunities for the pupils. These specialists also provide training to the teaching staff to improve their skills in this subject. Pupils happily told the inspector about the wide range of sports they could do and the fact they enjoyed physical activities. They also explained in detail what they had to do to be healthy and fit.”

Diss High School (Norfolk) 21 March 2014

“The pupil premium funding is used to provide one-to-one support in classrooms, small-group support and learning resources for eligible students, as well as the opportunity for them to take part in educational visits. They are able to take part in local and foreign trips, for example to Iceland, Sri Lanka, Flanders and Dorset. The school has links with schools in Sri Lanka and Rwanda. The school provides a wide range of activities for students to take responsibility, for example, through the Duke of Edinburgh’s Award scheme. There is a wide range of opportunities for students to take part in enrichment activities such as residential trips, music and drama activities.”

Elm C of E Primary School (Cambridgeshire) 28 April 2014

“The curriculum offers pupils a wide range of experiences to support their learning, including trips and visitors. During the inspection, pupils in Year 3 experienced a Victorian day to support their history topic. Pupils love these experiences, and in most classes they are used well to develop pupils’ extended writing skills.”

“Additional sports funding is used to employ specialist physical education teachers to lead one lesson each week. These lessons are observed by class teachers, who subsequently lead a follow-up session. Pupils report that they now love their physical education lessons and enjoy more opportunities to be involved in competitive sport.”

“Leaders and managers make good use of additional funding such as the pupil premium to ensure that all pupils have the same chance to be successful in school.”

Elton C of E Primary School (Cambridgeshire) 19 March 2014

“The school provides a vibrant learning environment that utilises its limited accommodation very effectively. The school organises the topics so that pupils find the activities they are given interesting and relevant. Special events or visits help to stimulate their imaginations. Pupils in Years 5 and 6, for example, visited London and went to see ‘War Horse’ at the theatre to help them understand more about the First World War. This lively curriculum makes a strong contribution to the pupils’ spiritual, moral, social and cultural development”.

“Pupils funded through the pupil premium benefit from additional adult support. Funds are also used to make sure that they can take part in all activities including after-school clubs, visits and residential trips”.

“The school’s work to keep pupils safe and secure is outstanding. Pupils have exceptional awareness of how to keep safe and how to assess risks. The recent trip to London, which involved the whole school travelling by public transport, illustrates how well pupils deal with potential hazards. They joined the teachers in planning to minimise the risks and had a very successful day.”

Glebelands Primary School (Fenland, Cambridgeshire) 6 June 2014

“The range of learning opportunities enables pupils to make good progress academically and in their spiritual, moral, social and cultural development. A particular strength is the way the school provides pupils with direct experiences to expand their horizons. Educational visits and visitors into school contribute to pupils’ learning. There are good links between subjects and some imaginative after-school clubs”.

“The school is making good use of its primary school sport funding to raise pupils’ achievement, increase their participation in sport and promote their health and well-being. Sport funding is also contributing to the development of teachers’ skills. The school meets with a good level of success in competitive sport and most pupils in Years 5 and 6 are now able to swim the nationally recommended length through having additional lessons.”

West Earham Junior School (Norwich) 28–29 November 2013

“Good use is made of pupil premium funding through, for example, additional one-to-one and small group support and the funding of school trips to provide eligible pupils with the same opportunities as other pupils. As a result, they are achieving well.”

Other examples of use of the Pupil Premium for LOfC

Pupil Premium Awards

<http://news.tes.co.uk/b/news/2014/05/28/regional-pupil-premium-award-winners-revealed.aspx>

De Lisle College in Loughborough is among the secondary school winners and has given all of its disadvantaged pupils access to a bursary that enables them to go on extra-curricular “trips, activities, expeditions and adventures”.

Relevant news articles

OFSTED praises the use of pupil premium funding (when a school receives extra money to raise the attainment of its poorest students) to pay for a number of cultural trips.

<http://www.itv.com/news/2014-06-04/ofsteds-previous-praise-for-inadequate-birmingham-schools/>

Robin Hammerton, HMI, OFSTED

Extracts from OFSTED assessment criteria

Outstanding – leadership and management

“The school’s curriculum provides **highly positive, memorable** experiences and **rich opportunities** for **high quality learning**, has a very positive impact on all pupils’ behaviour and safety and contributes very well to pupils’ achievement and to their spiritual, moral, social and cultural development”.

Good – leadership and management

“The school’s curriculum provides well organised, **imaginative** and **effective opportunities for learning** for all groups of pupils including disabled pupils and those with special educational needs, promotes positive behaviour and safety and provides a broad range of experiences that contribute well to the pupils’ achievement and to their spiritual, moral, social and cultural development”.

Background evidence on the value of LOtC for Ofsted inspections

Robin Hammerton, HMI, OFSTED

<http://www.slideshare.net/CLotC/robin-hammerton-hmi>

Council for Learning Outside the Classroom paper: LOtC – The OFSTED perspective

<http://www.lotc.org.uk/wp-content/uploads/2012/03/LOtC-the-Ofsted-perspective-FINAL.pdf>

OFSTED report: Learning outside the classroom: How far should you go?

Published: October 2008. Reference no: 070219

<http://www.ofsted.gov.uk/resources/learning-outside-classroom>

Council for Learning Outside the Classroom website

Look for the myriad of research documents making the case for LOtC from the “Why LOtC?” page

<http://www.lotc.org.uk/why/>

OFSTED report: Good practice report – learning outside the classroom: Neston High

<http://www.ofsted.gov.uk/resources/good-practice-resource-learning-outside-classroom-neston-high-school>

OFSTED report: Good practice report – raising standards by learning outside: St John’s Roman Catholic Primary School

<http://www.ofsted.gov.uk/resources/good-practice-resource-raising-standards-learning-outside-st-johns-roman-catholic-primary-school>

National Guidance: Rigorous Evaluation

Meeting OFSTED expectations and assuring quality

<http://oeapng.info/wp-content/uploads/downloads/2012/04/5.1c-Rigorous-Evaluation-1.pdf>

Education Endowment Foundation:

Outdoor Adventure Learning – How effective is it?

<http://educationendowmentfoundation.org.uk/toolkit/>

<http://educationendowmentfoundation.org.uk/toolkit/outdoor-adventure-learning/>

“Overall, studies of adventure learning interventions consistently show positive benefits on academic learning, and wider outcomes such as self-confidence. On average, pupils who participate in adventure learning interventions appear to make approximately three months additional progress over the course of a year. The evidence suggests that the impact is greater for longer courses (more than a week), and those in a ‘wilderness’ setting, though other types of intervention still show some positive impacts.”

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Government statements

Nick Clegg MP

Deputy Prime Minister

Speech on Monday 14 May 2012

“Some schools are using it [the Pupil Premium] for educational visits to places like museums: the sort of experiences middle class children take for granted but poorer child might rarely enjoy”.

<http://www.politics.co.uk/comment-analysis/2012/05/14/nick-clegg-pupil-premium-speech-in-full>

Nick Gibb MP

Minister for State for Schools

Letter to Outdoor Education Advisers Panel March 2011

“As you may be aware, on 25 October, the Government responded to the Committee’s recommendation that learning outside the classroom must not become only the preserve of pupils from more affluent backgrounds or from the independent schools sector by emphasising the trust that we place in schools to make sensible and sensitive decisions about arrangements for visits which do not disadvantage children from less well-off families.

We are also clear that schools are free to subsidise the costs of educational visits for less well-off families and may not, as a matter of law, charge for any visits that are being undertaken as part of the National Curriculum, or as part of preparing a child for a prescribed public examination. The school may, however, ask for voluntary contributions and may charge to cover the cost of board and lodging. When a school

informs parents about a forthcoming visit, they should make it clear that parents who can prove that they are in receipt of certain benefits are exempt from paying the cost of board and lodging”.

Edward Timpson MP

Parliamentary Under Secretary of State for Children and Families

Letter to English Outdoor Council 11 October 2012

“As the Prime Minister made clear during his visit to the Gwent Outdoor Centre, the Government considers that learning outside the classroom is important. When planned and implemented well, it contributes significantly to the raising of standards and improvements to pupils’ personal, social and emotional development. Learning outside the classroom is not just about one-off trips though. It can provide young people with a wide range of experiences which progressively build children’s knowledge and understanding of subject disciplines, systematically complementing learning in the classroom.

I do take your point that children from poorer families may have fewer residential educational experiences. It is important that we continue to trust the professional judgement of school leaders and teachers in providing relevant and accessible opportunities for all their pupils. The Government has supported schools to do this in many ways, for example, through introducing the Pupil Premium. This is funding aimed specifically at improving the academic attainment of disadvantaged pupils. The funding is given directly to schools to use as they see fit, because they know best the needs to their individual pupils. This can include expenditure on outdoor activities.

This year the Government is providing schools with £619 per head for each pupil who is entitled to free school meals. Total funding available for the pupil premium amounted to £625m in 2011-2012, and doubled in the current year to £1.25 billion. It will continue to rise each year until 2014-15, when it will be worth £2.5bn”.

Richard Benyon MP

**Parliamentary Under Secretary of State (Natural Environment and Fisheries)
Environment, Food and Rural Affairs**

Answer to Parliamentary Question from Barry Sheerman MP, 16 May 2013

“The Natural Environment White Paper included an ambition that every child in England be:
'given the opportunity to experience and learn about the natural environment.'

We have acted to break down perceived health and safety barriers and enabled schools to use Pupil Premium funding for outdoor learning”.

Education Select Committee

Transforming Education Outside the Classroom report (2005)

“The broad extent of this inquiry has convinced the Committee that outdoor learning can benefit pupils of all ages and can be successful in a variety of settings. We are convinced that out-of-classroom education enriches the curriculum and can improve educational attainment. Whilst recognising this cross-curricular scope, we conclude that in order to realise its full potential, outdoor education must be carried out properly, with sessions being prepared by well trained teachers and leaders and in accordance with good curriculum guidance as well as health and safety regulations”.

http://www.education.ed.ac.uk/outdoored/research/education_outside_classroom.pdf

Department for Education

Myths & Facts October 2012

- **Myth:** The Pupil Premium must only be spent on interventions prescribed by the Department.
- **Fact:** Schools are not instructed on how to spend the Pupil Premium. They are free to decide how to use their allocation, as they are best placed to understand the needs of their disadvantaged pupils. Schools are required to publish information online about their use of the Pupil Premium and Ofsted inspectors will consider how well pupils who attract the premium are performing and how the Pupil Premium is being used to narrow attainment gaps between disadvantaged pupils and their peers.

<http://media.education.gov.uk/assets/files/pdf/m/myths%20and%20facts%20oct%202012.pdf>

Further sources of funding

Primary School PE and Sport Funding

The Government is providing additional funding to improve provision of physical education (PE) and sport in primary schools. This funding - provided jointly by the Departments for Education, Health and Culture, Media and Sport - will be allocated to primary school headteachers.

This funding is ring-fenced and therefore can only be spent on provision of PE and sport in schools, which includes providing extra, additional activities such as outdoor and adventurous activities (now explicitly included in the new national curriculum for key stages 2-4).

Graham Lodge

Adviser – Outdoor Learning

Norfolk County Council

Board member for the Council for Learning Outside the Classroom

And

Beth Gardner

Chief Executive

Council for Learning Outside the Classroom

12.6.14