



Department
for Education

Using pupil premium: guidance for school leaders

March 2022

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Overview

This is advice for school leaders and anyone else involved in managing the use of pupil premium in schools.

It may also be useful for governing boards, parents and local authorities who want to know how schools can use their pupil premium effectively and the reporting requirements.

There's separate guidance which gives a brief overview of the [pupil premium](#), including eligibility information.

The Education Endowment Foundation (EEF) have also published a [guide to using pupil premium effectively](#).

For 2022 to 2023, you must:

- make sure that your use of pupil premium aligns with the ['menu of approaches'](#) from the start of the 2022 to 2023 academic year
- use our [template](#) to publish your strategy statement by **31 December 2022**

See the [conditions of grant](#) for further details.

Developing and delivering an effective strategy

This 5 step guide explains how you can make best use of your pupil premium.

1. Identify the specific challenges faced by your disadvantaged and vulnerable pupils

Diagnostic assessment is crucial for understanding the specific elements of education that pupils are finding challenging, rather than performance in whole subjects. For example, a focus on the specific vocabulary required in different subject areas.

See EEF's [diagnostic assessment](#) resource for further information.

You should also develop an understanding of any non-academic challenges that pupils are facing, which negatively affect their education and impact their access to teaching, for example:

- attendance and levels of persistent absence
- behaviour incidences and exclusions data
- wellbeing, mental health and safeguarding concerns
- access to technology and educational materials
- high pupil mobility

When identifying challenges, you should draw on a range of data sources including discussions with teachers and support staff and engagement with pupils and families.

2. Use evidence to identify appropriate and effective responses

You should utilise a wide range of external evidence to inform your decision-making, alongside your expert knowledge of your pupils.

Research evidence can help you to better understand:

- which specific activities have been found to be the most effective in addressing the types of challenge that your pupils face
- what implementation strategies may be important to ensure success in your school
- the potential scale of impact that you can achieve for specific activities

You should:

- consult a wide range of independent, high-quality reviews of evidence, such as the [evidence summaries](#) published by EEF

- assess whether the evidence is based on a context relevant to your school
- consider how to be an effective consumer and challenge evidence claims made by external providers
- weigh up the expected impact of any outcome against the cost of implementing it

Ensure that you consult other school leaders and relevant staff members, for example, the designated safeguarding lead, the designated teacher, and the special educational needs coordinator (SENCo). You should also consult relevant external partners, such as the Virtual School Head.

3. Develop a plan for using your pupil premium to maximum effect

Your plan should:

- focus on the challenges that are having the most significant impact, and are within your control
- set ambitious, but realistic, targets
- allocate funding to activities most likely to deliver those outcomes, based on evidence of what works

The pupil premium strategy statement template reflects these steps and may help you to develop your plan.

You should also consider how your plan aligns with other strategic school improvement documents.

From the start of the 2022 to 2023 academic year, any activities in your plan must align with the [‘menu of approaches’](#). This is designed to help you to spend your pupil premium effectively.

You should consider taking a longer-term approach to your use of pupil premium. We recommend creating a 3-year plan. This can make it easier to plan your spending, recruitment, teaching practice and staff development.

If you already have a multi-year plan, and any of the activities you fund do not fall under one of the approaches on the menu, you should amend your plan as soon as possible.

Academy trusts may wish to pool resources and set a strategy for use of pupil premium funding across multiple academies. Trusts must ensure that any such strategy is flexible enough to accommodate the specific needs of each school’s disadvantaged pupil cohort.

Each school must publish or update a [strategy statement](#) by 31 December every year.

4. Implement your plan

You should consider:

- how to integrate the planned activity with the curriculum
- what changes will be needed to existing ways of working
- which pupils will get what activity, when and in what group size
- how to ensure that pupils receiving targeted support do not miss out on core curriculum content
- how to ensure all staff promote the principles and ethos of your strategy, such as high aspiration
- professional development requirements, taking the [standard for teachers' professional development](#) into account
- the requirements of external providers, if you are using them
- what data and resources will be required to monitor the impact of each activity

See EEF's [Putting Evidence to Work – A School's Guide to Implementation](#) for further information.

5. Evaluate and sustain your strategy

When evaluating impact, you should:

- measure success based on outcomes for disadvantaged and vulnerable pupils
- implement a robust and transparent evaluation framework and report outcomes against this
- ensure evaluation is an ongoing process - strategies that have been effective in one year may not continue to be effective

When evaluating impact, you should not:

- use data that does not focus on pupil outcomes
- base evaluation on the reactions of those delivering the activity
- use vague intended outcomes from the start, making an accurate assessment of improvements more difficult

The outcomes of your evaluation will inform your decision whether to sustain or stop each activity.

Where a strategy is successful, it is particularly important to continue monitoring implementation. Enthusiasm for approaches may reduce in subsequent years and additional professional development and resources are likely to be required for new and existing staff to maintain successful outcomes.

Menu of approaches

Any activity that you fund using pupil premium from the start of the 2022 to 2023 academic year, must fall under an approach listed in the table below. The following page explains [how to apply the menu](#).

Approaches that you could implement	
High-quality teaching	Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils
	Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning
	Mentoring and coaching
	Recruitment and retention of teaching staff
	Technology and other resources focussed on supporting high quality teaching and learning
Targeted academic support	Interventions to support language development, literacy, and numeracy
	Activity and resources to meet the specific needs of disadvantaged pupils with SEND
	Teaching assistant deployment and interventions
	One to one and small group tuition
	Peer tutoring
Wider strategies	Supporting pupils' social, emotional and behavioural needs
	Supporting attendance
	Extracurricular activities, including sports, outdoor activities, arts, culture and trips
	Extended school time, including summer schools
	Breakfast clubs and meal provision
	Communicating with and supporting parents
<p>Schools may be justified in funding items not listed where this is necessary to overcome specific barriers to student attainment, for example to meet acute needs around student equipment to ensure readiness to learn.</p> <p>Across all tiers, schools should also consider how funding is used to support:</p> <ul style="list-style-type: none"> • Effective identification of pupil needs, for example through diagnostic assessment • Successful implementation of approaches • Effective monitoring and evaluation of approaches 	

How to apply the menu

You should refer to the menu at **step 3** of the guide, [developing and delivering an effective strategy](#). It's important that you first diagnose the particular challenges facing your pupils and use evidence to identify which specific activities can best address those challenges.

The menu will help you to:

- ensure the activities you have selected are focussed on raising disadvantaged pupils' attainment
- balance your spending - EEF recommend that you spend around half of your funding on high-quality teaching, and the other half between targeted academic support and wider strategies

You do not have to allocate pupil premium to every approach on the menu. EEF's [guide to using pupil premium effectively](#) recommends that you 'focus on a small number of priorities each year in areas that are likely to make the biggest difference, with a focus on effective implementation'.

Non-eligible pupils and academically able pupils

Non-eligible pupils

You do not have to spend your pupil premium so it solely benefits [eligible pupils](#). You can use it to support other pupils with identified needs. For example, you might decide to spend it on pupils who do not get free school meals but:

- have or have had a social worker
- act as a carer

Evidence from across the English school system shows that using your pupil premium funding to improve teaching quality is the most effective way to improve outcomes for disadvantaged pupils. By doing so, you will inevitably benefit non-eligible pupils as well.

Academically able pupils

Pupil premium funding is not allocated based on academic ability. Your pupil premium allocation will be based on all of the eligible pupils in your school.

Evidence shows that academically able pupils from disadvantaged backgrounds are most at risk of under-performing. These pupils should receive just as much focus in your use of pupil premium as less academically able pupils.

Pupil premium plus

This refers to the portion of the pupil premium grant based on the eligibility of children who are looked-after by the local authority, or were previously looked-after. As for all eligible pupils, it is not a personal budget for individual children.

Looked-after children

Pupil premium allocations based on the eligibility of looked-after children are managed by the local authority's Virtual School Head.

Your designated teacher should work with Virtual School Heads to ensure pupil premium benefits looked-after children in your school, in line with their personal education plans.

Local authorities are expected to release these payments as soon as possible to schools, but they may choose to retain a portion of it to fund activities that will benefit a group, or all, of the authority's looked-after children.

Previously looked-after children

Pupil premium based on the eligibility of previously looked-after children is part of your school's pupil premium allocation.

The designated teacher has a key role in ensuring the specific needs of previously looked-after children are reflected in how you use your pupil premium.

Your designated teacher should:

- ensure adoptive parents and guardians are aware that they can declare their child eligible for pupil premium and work with them in deciding how the funding should be used
- consult the Virtual School Head on how to use the funding effectively, where appropriate
- be the main contact for queries about how pupil premium funding is being used to support previously looked-after children

Additional guidance

There are sections on pupil premium in the statutory guidance for:

- [designated teachers](#)
- [local authorities](#)

There is additional guidance on [Virtual School Heads' responsibilities](#) in managing pupil premium.

Service pupil premium

Service pupil premium is additional funding for schools, but it is not based on disadvantage. It has been combined into pupil premium payments to make it easier for you to manage your spending.

The primary purpose of the service pupil premium is to:

- enable schools to offer mainly pastoral support to eligible pupils during challenging times
- help mitigate the negative impact on service children of family mobility or parental deployment
- help improve the academic progress of eligible pupils if you deem this to be a priority

The strategy statement template includes an optional section to report on how you are using the service pupil premium and its impact on eligible pupils.

There's separate guidance published by the Ministry of Defence on the [service pupil premium](#).

Strategy statements

All schools that receive pupil premium funding must publish a strategy statement each academic year using the DfE template.

The template, and completed examples, can be found on the [pupil premium](#) guidance page.

The completed examples are provided as a guide only. You must develop your own strategy plan and reflect this accurately in your statement.

You have until 31 December to publish your statement. This will enable you to take the needs of your new intake into account.

If you have developed a multi-year strategy for pupil premium, you must review your plans and publish an updated statement every year.

Purpose of the strategy statement

The strategy statement is a tool for you to demonstrate how you are using pupil premium (and recovery premium) to help disadvantaged pupils to raise their attainment.

It is primarily for the benefit of parents and governors and trustees. You should write it with them in mind.

We will review a sample of schools each year to check that they have published a statement by 31 December, and that their use of the funding complies with the conditions of grant.

Ofsted inspectors will only use your statement to help them prepare for their visit.

Strategy statements are not:

- part of your management accounting obligations
- intended to monitor within-class or within-school attainment gaps
- used by us to allocate future funding

Format of the blank template

Part A is designed to reflect the process for developing an effective pupil premium plan. The template should help you to develop your plan and enable those reading it to understand your strategy.

Part B is for you to explain what the outcomes of your strategy in the previous academic year were for disadvantaged pupils.

There is an optional further information section to provide any additional information you wish to publish.

Performance measures

The DfE template does not include a requirement to enter information relating to performance measures given the impact of COVID-19 on their production and publication.

In future academic years, the template will incorporate requirements relating to performance measurement data.

Reporting on wider strategy outcomes

It can be challenging to evaluate the impact of any activity that is not directly linked to academic outcomes, such as activity supporting social and emotional wellbeing. You should still write about this in your online statement and refer to any evidence that shows you're making progress.

Checking your allocation and payments

Information about the pupil premium funding your school will receive for the academic year 2022 to 2023 is available in the allocations and conditions of grant. The allocations document shows the funding your school will receive. The technical note shows the payment timetable and explains how your allocation has been calculated.

'Key to success' data download

If you need to check which pupils your school's allocation is based on you can consult [key to success](#) from April each year.

Key to success cannot be used for planning or delivering the pupil premium strategy as it is a retrospective list of eligible pupils based on the October census. For pupils in alternative provision settings, we use the January census.

Pupils who move schools

As pupil premium is not an entitlement for individual pupils, you do not get an adjustment if a pupil leaves your school or joins another school. The only exception is for permanently excluded pupils.

The excluding school's pupil premium should be reduced by the value of one pupil, pro-rated to the point in the financial year when the pupil left.

The school that receives the pupil should be credited by the value of one pupil, pro-rated to the point in the financial year when the pupil left the excluding school.

Errors in payments

[Contact DfE](#) if you've mistakenly recorded a pupil as eligible for the pupil premium.

We can change the national pupil database for you to correct individual pupil errors, but we cannot amend your census return.



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