Derby Research School

Supported by the Education Endowment Foundation

Pupil Premium Review

Contents

Welcome to Derby Research School

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Derby Research School is part of the Education Endowment Foundation's (EEF) Research Schools Network—a national initiative that connects schools with the best available evidence on teaching and learning. As a hub for evidence-informed practice in the region, we work closely with schools, trusts, and local authorities to bridge the gap between research and the classroom.

Our team brings a deep understanding of the challenges schools face in tackling educational disadvantage. With extensive experience in school leadership, curriculum development, and staff training, we support schools in embedding strategies that are not only rooted in the latest research, but also tailored to their unique contexts.

We are uniquely positioned to lead Pupil Premium reviews because:

- We have strong expertise in applying the EEF's tiered model to real-world school settings
- Our work is informed by the latest evidence on diagnosing need, evaluating impact, and sustaining improvement
- We regularly collaborate with Marc Rowland and national leaders in this field
- We've supported a wide range of schools—rural and urban, primary and secondary—on their Pupil Premium journeys
- We offer practical follow-up support, ensuring that reviews lead to lasting change rather than isolated actions

By combining our commitment to evidence with a deep respect for professional judgment, Derby Research School ensures each review is meaningful, developmental, and grounded in what works best for disadvantaged pupils.

Tammy Elward
Director of Derby Research School

Amy Ford
Director of Derby Research School

Georgina Wild
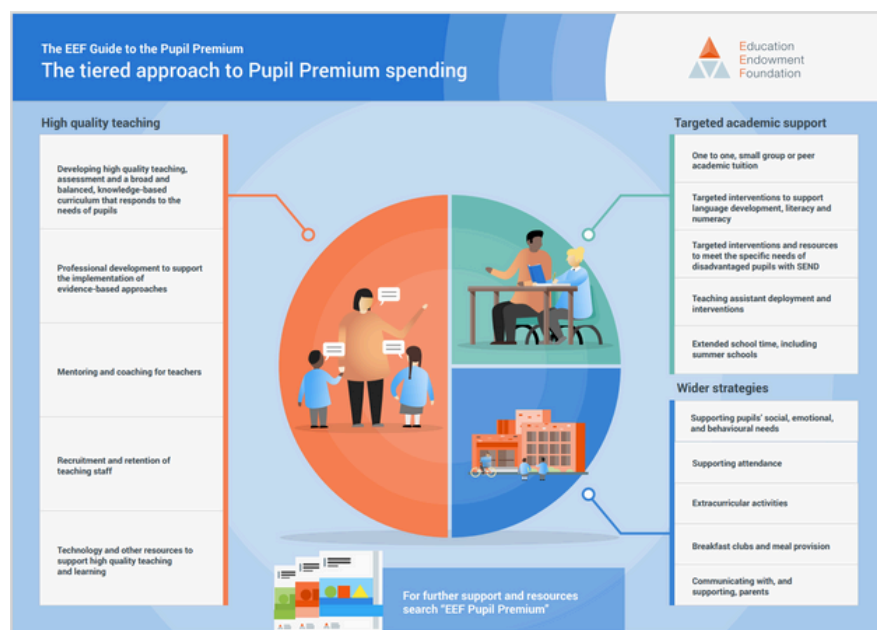Derby Research School Coordinator

Introduction

Derby Research School is part of the <u>EEF's national Research Schools Network</u>—a group of hubs dedicated to translating robust educational research into impactful practice. As a regional leader in evidence-informed school improvement, we specialise in supporting schools to plan, implement, monitor, and sustain effective Pupil Premium strategies in line with the latest EEF framework.

Evidence-informed methodology

- We apply the EEF's tiered model (high-quality teaching, targeted academic support, wider strategies), ensuring your Pupil Premium plan aligns with the Department for Education's 'menu of approaches' and the five-step strategy cycle
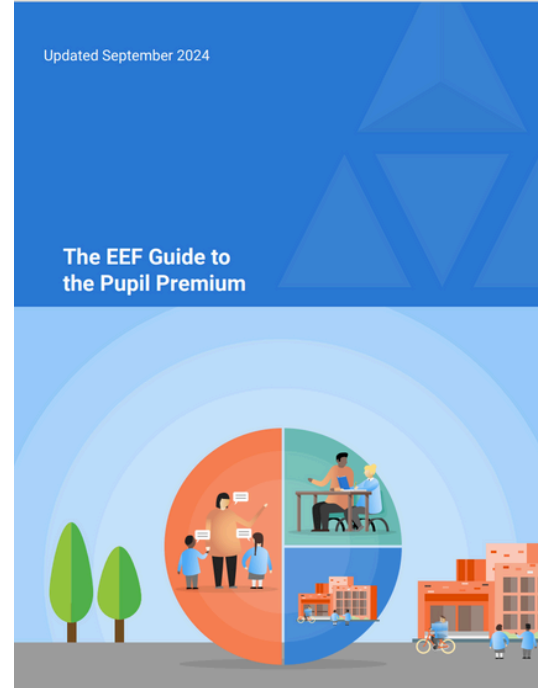
EEF's tiered model

Introduction

The Tiered Approach

The Department for Education and the Education Endowment Foundation (EEF) recommend that schools adopt a tiered approach to Pupil Premium spending. This model helps leaders make strategic decisions by balancing investment across three key areas:

1. **High-quality teaching – the most effective lever for improving outcomes for disadvantaged pupils**
2. **Targeted academic support –** such as structured interventions for those falling behind
3. **Wider strategies –** addressing non-academic barriers like attendance, behaviour, and social and emotional needs

This tiered model aligns with the **DfE's Pupil Premium Strategy Template** and its recommended '**menu of approaches'**, ensuring that schools not only meet statutory requirements but also invest in approaches most likely to make a sustained impact.

Updated September 2024

The EEF Guide to the Pupil Premium

Education Endowment Foundation

How to plan, deliver, monitor, and sustain an effective strategy

Pupil premium strategy statement – [insert school name]

Before completing this template, read the Education Endowment Foundation's guide to the pupil premium and DfE's pupil premium guidance for school leaders, which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	
Pupil premium lead	
Governor / Trustee lead	

Introduction

- As recommended by the EEF, we support schools through each stage—from identifying pupil need using both quantitative data and stakeholder engagement, to selecting validated interventions, delivering them with implementation support, and evaluating outcomes

- **Strong partnerships & expert insight.** We collaborate with national leaders and researchers, including Marc Rowland, and draw on EEF resources like the Promising Programmes—ensuring schools access high-quality, proven interventions
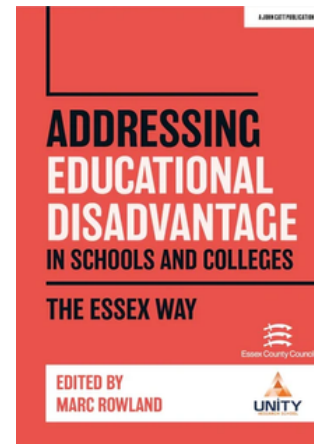
- **Tailored for impact.**

Each review is bespoke. We assess your context, triangulate data, engage with staff and pupils, and deliver actionable recommendations grounded in both research and real school environments.

What This Means for Your School

- You receive a comprehensive, evidence-based review that uncovers the root causes of disadvantage in your specific setting.
- We help you prioritise the most impactful strategies, based on robust EEF evidence and aligned with your school's aims.
- We support effective implementation, helping embed improvements in teaching, targeted support, and wider wellbeing strategies.
- You gain tools and processes to monitor and evaluate impact over time, ensuring resource allocation continually drives progress.

Structure of the Review

he review structure relates directly to the <u>DfE Template for Schools Pupil Premium Strategy documents</u>, drawing upon evidence-informed best practice with a focus on the review framework detailed within Marc Rowland's book 'Addressing Educational Disadvantage'.

The blue boxes represent the key questions we will be exploring through the review and the diagram represents how this links to the DfE Strategy template.
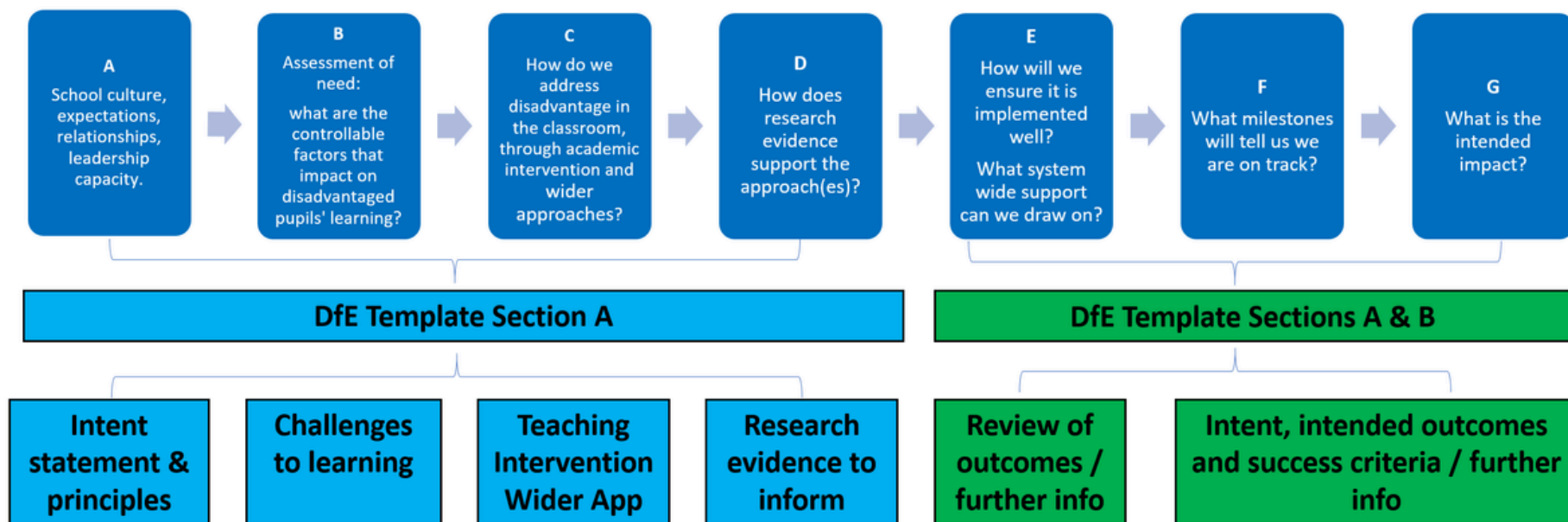
Framework

Tackling educational disadvantage is a complex and interconnected process. This review is structured around eight key recommendations, each designed to support schools in developing a cohesive and evidence-informed strategy.

These recommendations are directly linked to the core questions we explore during the review and reflect the latest guidance from the EEF on effective use of the Pupil Premium.

A	B	C	D	E	F	G
School culture, expectations, relationships, leadership capacity.	Assessment of need: what are the controllable factors that impact on disadvantaged pupils' learning?	How do we address disadvantage in the classroom, through academic intervention and wider approaches?	How does research evidence support the approach(es)?	How will we ensure it is implemented well? What system wide support can we draw on?	What milestones will tell us we are on track?	What is the intended impact?
Commit to a research-evidence-informed approach to addressing disadvantage. Put accountability to pupils and families first. Treat disadvantaged pupils as individuals, not a homogenous group. Prioritise school-wide expertise and responsibility for addressing disadvantage. Secure a school-wide belief that disadvantaged pupils can attain well.	Listen to teacher voice about how disadvantage impacts on pupils' learning. Listen to pupil voice about how well they understand the process of learning, and how they can be helped to participate in challenging learning. Listen to parent voice about how to work together in partnership with families. Ensure there is sufficient leadership, teacher and support staff capacity/expertise in school. Ensure strategies focus on pupil need, not label(s). Understand the impact of long-term disadvantage on learning.	Identify whether socioeconomic disadvantage means that pupils require access to resources, e.g. materials in Art. Identify whether disadvantaged pupils have gaps in prior learning associated with inconsistent prior learning/inconsistent attendance. Identify whether disadvantaged pupils are more likely to experience symptomatic issues, e.g. attendance. Identify whether disadvantaged pupils experience difficulties associated with school capacity/expertise, e.g. recruitment and retention of key staff, leadership issues, poor implementation. Identify whether the deployment of support staff is supplementing rather than supplanting high-quality teaching.	Ensure that disadvantaged pupils experience the same formal and informal curriculum opportunities as their peers where possible. Ensure that the deployment and practice of support staff is in line with the recommendations set out in the Maximising the Impact of Teaching Assistants programme. Ensure that lower expectations of disadvantaged pupils through culture or pedagogy are addressed. Ensure that determinism based on prior attainment or labels is addressed. Address issues related to subconscious bias associated with socioeconomic disadvantage. Build expertise across teaching staff with regards to individual pupil need.	Ensure that interventions do not significantly impact on curriculum equity in school. Adopt the recommendations in the EEF social and emotional learning in primary schools guidance. Adopt strategies to improve physical health of disadvantaged pupils where appropriate. **Ensure that the social, emotional and mental health of pupils is prioritised (core).** Embed Trauma Perceptive Practice (TPP) across school life.).		Recognise that high-quality impact evaluation is fundamental to better outcomes for pupils. Ensure that governors and leaders agree evaluation framework at the start of the strategy – to support better outcomes for pupils.

Framework

PLANNING			IMPLEMENTATION			EVALUATION	
System-wide support: diagnostic reviews, professional development, partnership working, signposting, research evidence							
Recommendation 1 **Address school culture and expectations**	**Recommendation 2** **Have a robust assessment of pupil need**	**Recommendation 3** **Identify the impact of disadvantage on learning in the classroom**	**Recommendation 4** **Teaching**	**Recommendation 5** **Intervention**	**Recommendation 6** **Wider**	**Recommendation 7** **Monitoring**	**Recommendation 8** **Evaluate**
			Adopt a tiered approach: Tiers are interrelated and should look to improve pupils as learners. *Not all issues will be relevant to all disadvantaged pupils in all schools.*			*These are interrelated*	
Secure a collective buy-in, ownership and commitment to addressing disadvantage across the school. Ensure that all staff have the highest expectations of all pupils. Ensure there is a collective understanding of disadvantage and its impact on learning. Adopt a culture of early intervention. **Build positive relationships with all pupils and families (Core).** Define and secure a collective understanding of inclusion. Address conscious and subconscious bias. Ensure governance supports a whole-school culture of addressing disadvantage.	Secure a clear understanding of the impact of disadvantage on learning (at school- and subject-specific levels). Use high-quality diagnostic assessment to inform strategic planning and professional development needs. Use both academic and pastoral assessments. Ensure that teachers are skilled in formative assessment to ensure responsive teaching. Use summative assessment to evaluate learning over time, and inform strategic planning and professional development. Use classroom observations of learning behaviours to inform teaching and intervention.	Identify whether language development/ comprehension are issues faced by disadvantaged pupils. Identify whether metacognition, self-regulation or self-regulated learning are issues faced by disadvantaged pupils. Identify whether disadvantaged pupils are more likely to struggle with independence in learning. Identify whether disadvantaged pupils experience motivation fatigue as a result of classroom issues associated with socioeconomic disadvantage, e.g. language comprehension. Identify whether the learning environment is supportive of disadvantaged pupils' needs, e.g. use of concrete resources in Mathematics.	**Ensure that difficulties with language development/ comprehension are addressed in a structured way in class teaching across the curriculum (Core).** Adopt the recommendations set out in the Education Endowment Foundation (EEF) literacy guidance (key stage-specific). **Ensure that difficulties with metacognition, self-regulation and self-regulated learning are addressed in class teaching across the curriculum (Core).** Adopt the recommendations set out in the EEF metacognition guidance. Ensure that teachers are the requisite expertise in assessment for learning.	Focus on small-group reading interventions to address specific issues with word recognition and/or language comprehension. Adopt evidence-based small-group/ one-to-one tuition to address gaps in learning (these may be subject-specific). Ensure that the deployment of support staff is in line with the recommendations set out in the Maximising the Impact of Teaching Assistants approach. Adopt academic interventions to improve reading that can also be used in first wave teaching, e.g. Reciprocal Reading. Ensure academic intervention supplements high-quality teaching, not replace it.	Adopt strategies to improve attendance, rooted in evidence of the causes of weaker attendance: • Emotional/ mental-health-based factors. • Physical-health -based factors. • Attitudinal-based factors. • School-behaviour-based factors. Adopt strategies set out in the EEF working with parents guidance. Build positive relationships and ensure that all families are held in high regard by school staff (Core). **Build positive relationships and ensure that all families are held in high regard by school staff (Core).**	Ensure that a clear plan with milestones is in place and shared with key stakeholders. Adopt the recommendations set out in the EEF implementation guidance. Ensure that governors are able to determine how well the school is implementing the activities set out in their plan, and whether improvements are being made.	Be clear about expected outcomes for pupils at the start of the strategy/ activity. Use the Guskey model (where appropriate) to link teacher and support staff expertise, organisational support and impact on pupils. Couple impact evaluation to effective implementation. Decouple impact evaluation from accountability. Use additional resources such as the EEF DIY evaluation guide or the Institute for Effective Education (IEE) evaluation guide. Evaluate whether strategies are effective, don't try to prove that they are.

Review Process

Before the review

School Self-Evaluation and Preparation
- Completion of pre-review self-evaluation document
- Alignment with most recent EEF guidance on Pupil Premium and disadvantage

Desktop Review of School Documentation We will review the following documents in advance or from the school website:

Documents to send in advance:
- Current School Improvement Plan
- Most recent Ofsted Inspection Dashboard Summary Report
- Most recent FFT data summary dashboards (if available)
- Attendance and persistent absence data for PP and non-PP pupils
- Staffing structure identifying roles with a Pupil Premium brief
- Completed pre-review self-evaluation document

Documents accessed via school website:
- Three-year Pupil Premium Strategy
- Annual evaluation of previous year's impact

Review Process

During the review

Core Activities:
- Leadership Discussion: Headteacher & PP Lead/SLT with 2 reviewers (60 mins)
- Joint Learning Walks: 2 walks (60 mins each) followed by a 30-min discussion
- Book Look: Sample from all year groups (3 PP, 2 non-PP)

Stakeholder Discussions:
- Teachers (30 mins with 2 reviewers)
- Middle Leaders (30 mins with 2 reviewers)
- Support Staff (30 mins with 2 reviewers)
- Pupil Voice (30 mins with 2 reviewers): Work and reading book discussion
- Parents (Optional, 30 mins with 1 reviewer)
- Governors (Optional, 30 mins with 1 reviewer)

Behaviour and Safety / Social & Emotional Needs
- 30-minute discussion with pastoral and PP lead
- Observations around key transition points and informal settings

End-of-Day Feedback:
- 3:00–4:00pm: Reviewer reflection and synthesis (1 hour)
- 4:00pm: Leadership discussion on impact and next steps (up to 1 hour)

Review Process

After the review

Review Outcome Categories:
- Areas Not Reviewed
- Opportunities to Reflect
- Areas of Strength

Deliverables:
- Written summary of the Pupil Premium Review
- Suggested follow-up actions and implementation support

Key Threads Throughout the Review
- Understanding and application of research evidence
- Interventions and strategies rooted in EEF-endorsed best practice
- Strategic use of resources and support systems
- School culture and capacity for sustainable impact
- Progress monitoring and milestone tracking

We will provide tailored recommendations and direct you to relevant EEF and research-backed resources for further development.
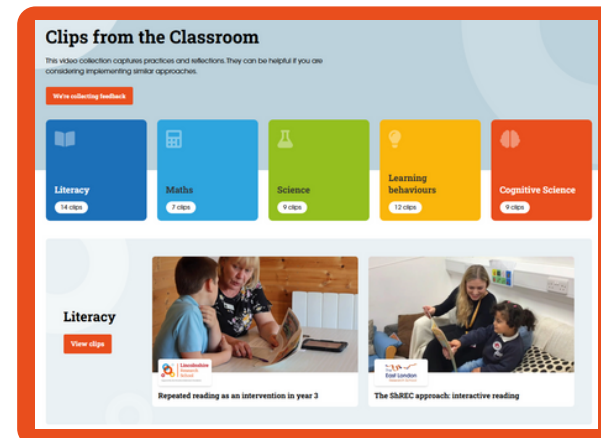
The cost for the whole review is £1600

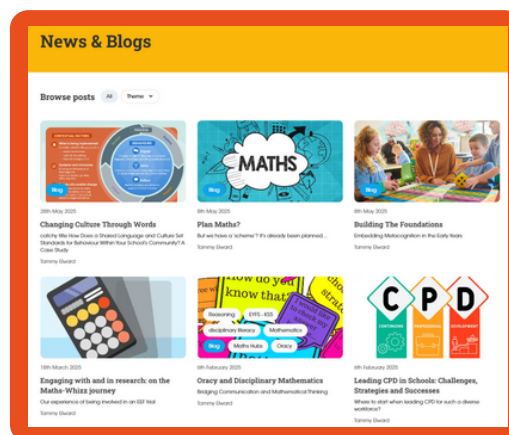# Further Research Resources

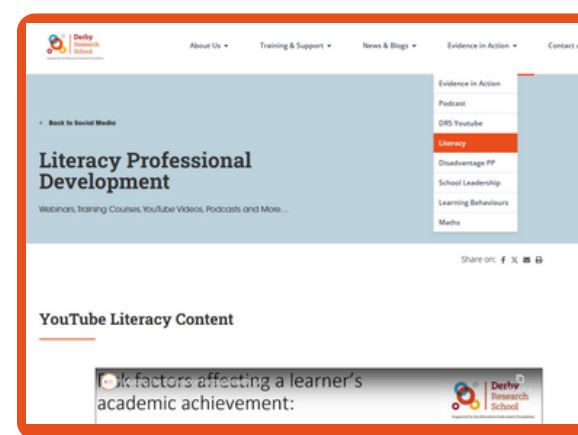## YouTube/Webinars
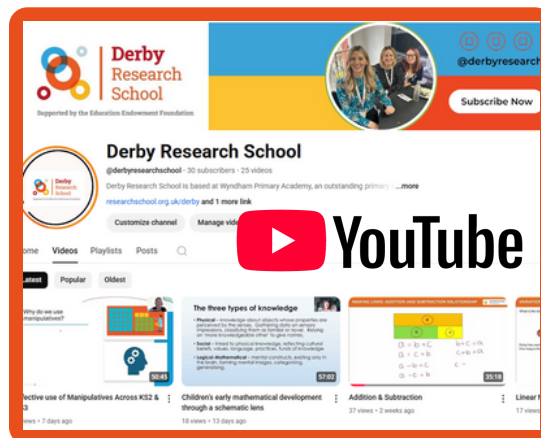
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